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ABSTRACT

This handbook is intended for English-as-a-Second-Language (ESL) providers who train volunteers as ESL teachers and use them in their own or other programs. The handbook offers both an overview of the process of developing a volunteer program and some concrete suggestions for each step. The model from which it is drawn is that used at the International Institute of Boston (IIB). The first part of the handbook discusses the recruitment and selection of volunteers, including such aspects as clarifying goals, what volunteers can do, identifying the volunteer pool, publicity and outreach, and selecting appropriate volunteers. The second part describes the IIB training model and outlines a strategy for planning a training program, setting realistic goals, and observing trainees. Part three addresses placement and supervision of volunteers, and the fourth part looks at considerations in program management, including the team approach, identifying and designating tasks, and task analysis. Appended materials include standards for volunteer organizations; facts on the adult literacy initiative; a list of Retired Senior Volunteer Professionals; sample ads; a press release; and sample forms for application, agenda, job description, lesson plan, seminar evaluation, seminar certificate, workshop format, and program evaluation. A list of references is also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Susan Freireich

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HANDBOOK FOR

VOLUNTEER COORDINATORS/TRAINERS

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INTRODUCTION

This Handbook is intended for all ESL providers who are attracted to the idea of training volunteers as ESL teachers and using them in their own and other programs. As a "how-to" guide, it offers both an overview of the process of developing a volunteer program -- from planning stages to final evaluation -- and some concrete suggestions at each step along the way. Although the model from which it is drawn is, in great part, the Volunteer ESL Program at the International Institute of Boston (IIB), it is hoped that the variety of examples and alternative approaches presented will feed your own imagination and inspire the development of a volunteer ESL program that specifically responds to your own agency needs.

The International Institute is only one of many social service agencies that have recently tapped into the wealth of volunteer resources to provide necessary English language instruction to limited English speaking residents and to the thousands upon thousands of refugees arriving in North America from strife-torn homelands in Southeast Asia, Eastern Europe, Africa, Central America, and the Caribbean.* Since these programs are training volunteers to perform duties once reserved for salaried teachers, debate about using volunteers to provide professional services is usually an integral part of the planning process for volunteer ESL programs. Those who are threatened by the idea feel that their own work may be trivialized, or that volunteers are reducing the number of paid positions available in the field. These fears, along with uncertainty about the level of volunteer commitment and lower programmatic expectations resulting from involvement of volunteers, must not

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*Since 1982 the Migration and Refugee Services of Catholic Social Services in Harrisburg, PA, has trained volunteers to teach ESL in at least five cities in central Pennsylvania; the Ministry of Citizenship and Culture in Toronto, Ontario, handles extensive and intensive volunteer ESL teacher training and placement; the Homefront Learning Program at Vancouver Community College, part of its Neighborhood English Department, trains, places, and supervises volunteers as ESL home tutors; and many Massachusetts agencies are already supplementing their ESL services through volunteers trained on-site and elsewhere (at the IIB, for example).

be taken lightly. Left unaddressed, they have the potential for ultimately destroying what might otherwise have been a good volunteer program.

These concerns, as well as those of volunteers, led to the adoption, in 1975, of the "Standards for Organizations Utilizing Volunteers" by the Voluntary Action Center (VAC) of the United Way of Massachusetts Bay (see Appendix, p.79, for text of Standards). The VAC Standards, which you may want to examine before reading on, describe a level of volunteer program performance that will eliminate most of the common problems of volunteer programs. These standards, as well as the specific recommendations about program design and management in this Handbook, will be useful criteria for judging your own program goals and objectives.

The problems related to paid versus volunteer staff may now seem surmountable to you. But what of the popular contention that the traditional volunteer -- ready to help wherever needed with no recompense other than personal satisfaction -- is an all but extinct species? It is probably true that this type of volunteer is disappearing, but in his or her place we see new volunteers, who are seeking, along with the age-old sense of purpose and usefulness, new skills and information, broader horizons, and entry into new fields. Statistics indicate that more women than ever before are joining the workforce, and that older Americans are re-joining it in ever greater numbers, but this doesn't necessarily imply a reduction in the number of potential volunteers. At least half of the 146 volunteers who participated in the International Institute's volunteer ESL teacher training seminars last year were working full time, and 15 were between the ages of 65 and 77; fully three-quarters of these full-time workers and 12 of the older volunteers were women. Although the Women's Movement is often cited as being responsible for the fact that more and more women are unwilling to offer their services for free, this same movement has been the impetus for women to volunteer in exchange for training and experience that have marketable value. Working as a volunteer, in fact, is a useful preliminary step to paid work for those just entering the job market and those contemplating a career change.* It is also the case that an increasing number of colleges are accepting volunteer work for credit as "experiential learning" for adults who are returning to school.

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*During my first year at the International Institute, I saw seven ESL volunteers move on to graduate work in ESL (TESOL programs), and several others become paid ESL teachers, including all the volunteers working with a local organization serving Central Americans.

This may be the end of an era in which plaques are presented to commemorate 10, 15, or 20 years of faithful volunteer service. But it may also mark the start of a new era, one in which service-oriented agencies that greatly depend on volunteers re-structure their programs so that there are more tangible rewards for the volunteer as well as the agency. Volunteer ESL programs that offer an opportunity for growth and self-development and require short-term commitments of 6 months to a year should have no trouble finding appropriate, interested, and talented volunteers.

Two profound problems specific to the nature of volunteerism remain. The first is that of class and race: The overwhelming majority of those who volunteer -- aside from the fact that they are socially conscious, caring, and politically progressive -- can afford it. They are middle class and, in this part of the country at least, well-educated and white. On the other hand, the overwhelming majority of ESL students served by our agencies are working class or poor, have little formal education, and are of diverse minority ethnicities. Since the limitations of middle-class whites are not necessarily those of imagination, but rather of experience, in most cases these factors will not interfere with the creation of a positive learning environment. In the cases where a good learning situation is not established, however, I have often found it due to a condescending attitude on the part of the ESL volunteer toward his or her students. Offering workshops on cultural sensitivity and the relativity of different value systems, and general exposure of volunteers to a range of economic and cultural experiences may be helpful, but total elimination of this problem may finally depend on the establishment of a more just and equitable civilization.

The second problem is even less tangible than the first, and, in a sense, it is the other side of the volunteerism coin. While volunteerism is an expression of one of the highest values in our society, it cannot cure all of society's ills. The voluntary, individual actions of citizens and private business should be encouraged, appreciated, and rewarded, but should not be mistaken for lasting solutions to national problems. The safeguarding of basic civil rights such as equal access to employment, housing, and, in our case, education, ultimately must rest with our government and not depend on voluntary good-will measures. The question, therefore, is whether or not developing volunteer assistance programs helps to perpetuate the myth that basic human needs can adequately be met without structural reform. Social service agency personnel and volunteers themselves must ponder this question as they actively try to meet clients' needs by devising creative solutions and by aggressively advocating for governmental action.

These serious concerns notwithstanding, working with volunteers is an exciting and uplifting experience. Volunteers bring fresh perspectives and energy into our agencies and help us to better understand our own roles in social change.

PART I

RECRUITING AND SELECTING VOLUNTEERS

During the 9 months I visited Hung (a pre-literate 15-year-old Vietnamese boy) his English developed from a "yes, no, hello" vocabulary to a still basic, but usable command of English. I have great hopes for his future....Since arriving in Japan I have been teaching English for a living. Even granted that the pay runs to $20/hour, I cannot say it is satisfying -- as my work with Hung was.

— Jan Cafeare, ESL Volunteer

Why people volunteer to teach, or volunteer to do anything for that matter, is a perpetual question. The reason does not lie in any socio-economic analysis of volunteerism. Volunteer teachers come from various backgrounds. There are professionals, housewives, people working at manual labor jobs, unemployed,...elderly, and high school dropouts....all kinds of people are responsive to volunteering to teach others.

— William Draves,
"Administration of
the Volunteer Teacher"

Clarifying Your Agency's Goals

Although this may appear somewhat mystical at first, it is a generally accepted tenet in the field of volunteer management that the success of a volunteer program is directly related to the amount of faith the agency has in volunteerism. Despite the possible social and political overtones referred to in the Introduction, your agency should know that volunteers bring enthusiasm to their jobs, add the expertise they have in their own fields, and provide the agency with in-kind contributions that can be used in applying for matching funds. If an agency believes that volunteers will provide necessary services and enhance the effectiveness of its programs, it will be motivated at all levels to bring in volunteers to help meet student needs and to share their volunteer experiences in a way that will improve these programs. Cutbacks and lack of funding alone are not sufficient reasons for using volunteers in your ESL program.

It is also a fallacy -- and the cause of failure of many volunteer programs -- to approach the concept of using volunteers with the idea that it will make your job easier. In a well-structured volunteer program, volunteers will enable your project to accomplish things it couldn't do without them: serve more students, provide extra help to students who can't keep up with their class, provide ESL to housebound students, add more classes, and so on. In short, the goal is not to make things easier, but rather to make things better -- to improve your program.

Volunteers will not lighten the load, but they will change it. Bringing volunteers into your ESL program will add certain jobs: recruitment, screening, selection, orientation, placement, and supervision of volunteers, all of which is the subject of this Handbook. These are not simple tasks, and they will require planning and time. If we were functioning in the best of all possible worlds every volunteer program would be staffed by a paid Volunteer Coordinator. In actual fact, most volunteer programs are managed by people either taking on this assignment in addition to their normal workload, working only part-time with the leadership of the volunteer program as their sole responsibility, or managing the program as full- or part-time volunteers themselves. Since the basic tasks of a volunteer administrator will remain constant regardless of the time available to do them, the last section of this Handbook discusses a collective approach to the management of volunteer programs.

Your Volunteer Program, or What Can Volunteers Do for You?

Once your agency has affirmed its commitment and pledged its support to a volunteer program, you must decide what kind of volunteer ESL program will meet your needs. Input should be solicited from everyone who has any role in the program. If you are contemplating a volunteer program in order to initiate an ESL program, you should invite suggestions from current teachers, administrators, teacher's aides, administrative assistants, secretaries, and receptionists; all will have information or concrete suggestions to help you design your program. (I was initially alerted to the magnitude of the housebound woman situation by the secretary of the Refugee Services Department here at the IIB. Aware that many more of the men from newly arrived refugee families were attending ESL classes at the Institute, she learned that most of the women not attending class were at home with infants and pre-school children. A significant number of IIB volunteers are now teaching women in their apartments.)

When inviting input, some of the questions you may wish to ask are:

> What needs do you want the program to be able to meet that it isn't meeting now?

If you could do everything you wanted to do (in your class, as an administrator, as the receptionist), in what ways would the program be different?

What is necessary in order for these changes to occur?

Which tasks cannot be done by the current staff?

Are these tasks that can be done by trained volunteers?

As long as you are thinking about ways to improve your program, you might as well make out a complete "wish list" and then see which goals are realistic. Some of the goals you identify might be:

1. Expand existing services to reach more students.

   -Volunteers work with students on the waiting list.

   -Volunteers work with students who need ESL services but are not eligible for your classes due to funding or other restrictions based on immigration status, nationality, geography, income, English level, age, etc.

   -Volunteers offer ESL classes at local schools, churches, community agencies, etc.

   -Volunteers tutor people at home.

2. Intensify existing services to students by providing more English contact time. Volunteers would be used to teach supplementary classes, work with small groups, or tutor 1:1 outside of regular class time.

   -Volunteers review new material with students and provide the opportunity for students to use new structures.

   -Volunteers give extra attention to students who are working at a slower pace than the rest of the class, or to students who are being held back by the rest of the class.

   -Volunteers do specialized work focusing on particular areas like phonetics and pronunciation, literacy, conversation, etc.

3. Provide support services within the classroom.

   -Volunteers assist the classroom teacher in many of the areas mentioned above.

   -Volunteers create visual materials and gather classroom realia.

-Volunteers team-teach with the head teacher.

The main purpose of establishing a Volunteer English-as-a-Second Language Training Program is to create your own pool of appropriate volunteers. It is better to hold training at regular intervals and train a sufficient number of volunteers to meet your projected needs than to recruit volunteers and attempt training them individually as a specific need arises. There are many advantages to holding regularly scheduled training sessions, even if only once a year, not the least of which is that your agency can build up to the training session and focus more energy on it than it could for an ongoing process. You also will have some control over the uniformity of material presented to all volunteer trainees. Your own needs will determine the frequency of sessions.

Setting certain requirements with regard to the number of hours per week and the duration of volunteer assignments, and identifying the types of teaching situations to which volunteers are assigned will all help to clarify and quantify your volunteer needs. If, for example, you plan to use volunteers as one-on-one ESL tutors to work with people who are on your waiting list for English classes or to supplement English contact time for students already enrolled, you may need to train a larger pool of available volunteers than a program that uses volunteers as its main classroom teachers. In addition, if you decide that you want each student to receive at least six hours of volunteer-taught English each week and you find that most volunteers are unable to donate the necessary time for teaching and preparation, you may need to find two volunteers to complete the assignment, with each volunteer teaching three hours a week. You must also consider that six hours of actual teaching will mean at least nine hours of work including class preparation time. We generally figure on a half hour of preparation time for each hour of class, but new ESL volunteers may need even more time. You want to be sure not to overburden the volunteer; he or she should be encouraged to do as much advance preparation as necessary, and should not be put into the position of having just enough time to teach. Thus, three hours of teaching time for each of two volunteers sharing a student would average out to about 4½ hours of teaching and preparation. Add to that the time they will need to communicate with each other in order to ensure a smooth flow from one session to the next. Each person will probably be required to commit 5-5½ hours a week to this project.

If you require that volunteers make a commitment for a certain number of months, say, six months or the academic year of eight or nine months, then you have yet another factor to help you decide on the frequency of training sessions. Similar considerations will affect your decisions about the number of volunteers to be trained in each session.

When you have clearly identified the scope of your program and the ways in which you will use volunteers, write up a Volunteer ESL Teacher (Tutor, Aide, etc.) job description. Make sure you include both the responsibilities of the volunteer and the responsibilities of your agency vis-à-vis the volunteer. (See Appendix, p. 95, for sample job description.)

Identifying Your Volunteer Pool

Men and women of all ages, occupations, national origins, races, and religions are potential volunteers. Nevertheless, there are particular groups which, if they exist in your community, are fairly easy to reach and could become an invaluable source of volunteers. Two such categories are college students and retired people.

Most colleges have some kind of volunteer office that actually seeks out interesting community service projects in which to place their students. Sometimes this can take the form of an internship, which may require that someone in your agency have the added responsibility of evaluating the student's work at the end of the year; this is usually worth the effort, however, since interns are generally available for more hours each week than non-interns. Many students welcome the opportunity to get involved in the community outside of school, to take on a responsible role, to be engaged in a concrete, productive endeavor. Teaching English to adult immigrants and refugees is just such useful and rewarding work.

In addition, on September 7, 1983, the White House released a Fact Sheet on the Adult Literacy Initiative containing elements to encourage both private sector funding and volunteerism to eliminate illiteracy among the nation's adults -- including refugees and immigrants. The President has requested $300 million in work/study funding to promote the assignment of college work/study students to adult literacy programs, and the Department of Education will encourage the awarding of "credit" for literacy tutoring and student volunteering. (See Appendix, p. 81, for complete text.)

Senior citizens who have led active work lives often seek interesting part-time volunteer work upon retirement. Although many older people will engage in their own active volunteer job search, there are at least two major organizations that can help you make contact with them: the Massachusetts Retired Teachers Association (MRTA) and the Retired Senior Volunteer Program (RSVP).

The MRTA is an independent, autonomous association of retired Massachusetts teachers that is oriented toward community service

as well as meeting the needs of its members. Although not specifically a volunteer placement agency, it can publicize your agency's needs and goals and could be a source of skilled volunteers. There are eighteen MRTA chapters, or units, in the state, and they boast a growing total membership that currently numbers 9,000. The MRTA publishes a statewide quarterly newsletter, and most of the units publish county-wide quarterlies. MRTA units are not listed in your telephone directory, but you can easily get the name of the chairperson of the unit in your locality by calling or writing to the MRTA in Boston.*

RSVP is a federally sponsored organization for the recruitment and placement of retired persons in volunteer community service positions, and it, too, has chapters throughout the state. Agencies can register their volunteer needs at RSVP by providing a description of their program, the volunteer position, and the volunteer training and support available. RSVP will then search for volunteers to fulfill the requirements for specific openings, but leaves the actual responsibility for screening applicants to the agencies themselves. (See Appendix, p. 83, for list of RSVP chapters.)

The business community is also a source of volunteers. Today agencies can recruit volunteers directly through Community Relations Officers (sometimes called Public Affairs Officers, Directors of Contributions, Community Affairs Officers, or even Personnel Officers) in banks, insurance companies and other large corporations. The increase in corporate commitment to community involvement in recent years is related to governmental pressure for the private sector to accept greater social responsibility. Banks and insurance companies receiving federal support are further subject to certain guidelines regarding community service. The Community Reinvestment Act, for example, was passed by Congress in 1977, and requires that federal agencies like the FDIC (Federal Deposit Insurance Corporation) and the Federal Reserve Board use their regulatory power to encourage banks to help communities meet their needs. Therefore, besides extending credit in poorer neighborhoods and providing consumer education, this can also mean supplying assistance through volunteers.

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*The MRTA office is in the same building as the MTA: 20 Ashburton Place, Boston, MA 02108. The current President of the MRTA is Barbara Fishwick. Mrs. Marion Taylor, who is state chairman (sic) of the Community Participation Committee,can be called or written to directly. She is very interested in the idea of retired teachers working as ESL volunteers, and will give you the name and address of the MRTA unit chairperson in your area. Her address is 87 South Street, Chestnut Hill, MA 02167, and her phone number is (617) 469-0561.

The Shawmut Bank of Boston sometimes assigns volunteers to help serve an agency in an area for which an agency has requested funds. The Community Relations Officer there devotes a large portion of her time to meeting the requirements of the Community Reinvestment Act through recruiting, screening, and placing employees as community volunteers. Shawmut also views volunteer service as a way to broaden employees' horizons and improve their perspectives about their jobs.

For many years the Senior Public Affairs Associate of New England Life of Boston has placed a significant number of company employees with School Volunteers for Boston. The Public Affairs Office has periodic communication with the Voluntary Action Center of United Way, and other volunteer opportunities appear bi-weekly in the in-house newsletter. Some employee volunteers are granted release time from their jobs in order to fulfill their volunteer obligations. This New England Life "Volunteers from the Workplace" program pre-dates any governmental exhortation to the private sector for greater community contributions.

Civic groups, church associations, alumnae, and fraternal and sororal organizations all emphasize the performance of "good works" and will provide an important source of committed volunteers. The Public Affairs Office of the Christian Science Center in Boston, which was established expressly to help link the church with its community, clearly identifies volunteers as the key to its task. Employees at the Center are recognized for their volunteer service in their in-house newsletters.

Paradoxically, recruitment is a lot easier once you've successfully recruited some volunteers. There is no better advertisement for your program than an involved and excited volunteer. Soon you will be attracting unemployed parents through the public schools and people who are employed full or part time in positions that don't adequately stimulate or make use of their creative abilities. Other applicants to your volunteer ESL program might be seeking training in a new field and the opportunity to use a new skill in a useful and rewarding endeavor.

Getting the Word Out: Publicity and Outreach

Advertising for volunteers is no different from advertising for someone to fill a regular staff position. The object is simply to get the word out and to reach the people who are capable, interested, and available to participate fully in your program.

If you are just beginning to use volunteers you may wish to target those who have the recommendation of people you know. Begin by enlisting all the members of your agency as volunteer recruiters. You might start with an agency-wide meeting to describe the program and its goals so that everyone has a clear understanding of the volunteer ESL program. Find out which contacts people have, and get a list of all the clubs, committees, churches, and educational institutions with which your co-workers are affiliated. Staff members can post flyers, put notices in club newsletters, and even make presentations about the program at organization meetings.

There are a variety of ways to reach the general public: flyers, presentations, public service announcements, newspaper listings and articles, and displays. In all advertising, make sure to include the address or telephone number where interested persons will be able to request more information.

Presentations. You should prepare a small corps of staff members who will be able to give occasional talks about the needs, goals, and design of your volunteer ESL program. ESL teachers and program administrators who are intimately involved with the program should all be willing to advertise and recruit support in this manner. Ideal places to speak might be at PTA meetings, teachers' in-service training, Chamber of Commerce meetings, and local civic organizations and social clubs.

Flyers. You can design an attractive flyer that gives a brief description of the program and explains the volunteer responsibilities (hours per week and term of commitment as well as specific pedagogical tasks) and the kind of agency support available (training, resources, and supervision). Flyers can be inexpensively duplicated and posted in local stores, churches, and public buildings. They can be distributed to children in public and private pre-, elementary, and high schools to take home to their parents, and they can be mailed to civic and religious community groups and other appropriate agencies, organizations, and businesses. (See Appendix, pp. 84-86, for samples of flyers.)

Public Service Announcements. F.C.C. regulations require that radio stations air a certain number of minutes of Public Service Announcements (PSAs) daily. These should be written out in a form similar to a press release (see Newspapers section) but should be much shorter, taking not much more than ten seconds to read. Send your PSA directly to the Public Affairs Director of each station; it is a good idea to call the station first to get the name of this person. Your cover letter should include a brief statement about the importance of getting the announcement on the air, since stations are not required to air every PSA they receive. After mailing the PSA, follow it up with a call directly to the Public Affairs Director to see if

he or she has received it and plans to use it. You may find that this person is intrigued with the whole idea of the volunteer ESL program and would like you to be interviewed for the community affairs spot in the local news. (See Appendix, p. 87.)

Newspapers. Newspapers can help you by carrying an article on your program, publishing your press release, or simply listing dates and deadlines in the weekly calendar. In addition, your local newspaper would probably appreciate receiving an article from you describing the start-up of your volunteer ESL program. You should call first to find out if there are specific things they'd like to know -- they might even send out a reporter -- but, generally, it is wise to include all -- and only -- the information you'd like published. You might like to include a photograph of your ESL staff who will be involved in training and supervising volunteer ESL teachers. Whatever you write, be enthusiastic and positive, and include information about how potential volunteers may apply.

Press releases have a formal style. They must be typed in capital letters and double-spaced. The most important information should be in the first paragraph, and the entire release should be written so that it is coherent at the end of any sentence or paragraph, in case the article must be cut in order to fit into the lay-out. If the editors think it needs to be re-written, chances are it won't get into the paper. (See Appendix, p. 88, for sample press release.)

Most newspapers carry a listing of local events or announcements. Your Volunteer ESL Teacher Training Seminar can be listed well in advance of the application deadline. Keep putting it in every week with explicit instructions about where to call or write for more information. You might also list an open orientation meeting at which the staff will describe the program in detail.

Displays. In addition to letting you post your flyer, some local stores, banks, public buildings, and subway stops may have a special place reserved for public service advertising. A few calls to the Chamber of Commerce or City Hall will let you know the possibilities. If this type of advertising is available in your town, it is worth the time it takes to put together brochures, photographs, and flyers, for it will give you high visibility.

All interested persons should be asked to fill out a Volunteer Application, which they can pick up at your agency, or which you can mail out to them along with other program information. It is useful to provide a volunteer ESL teacher job description, some mention of the training seminar, and the agency's brochure.

You should design a Volunteer Application so that it asks for all the information you have identified as important to your selection process -- and only that information. You will probably want to know something about the applicant's education, paid and volunteer work experience, interests, skills, and availability. Details about dates and degrees may be less important than a general description of an educational experience that relates to teaching or multi-culturalism. If knowing the age, sex, race, and marital status of an applicant is not programmatically essential, do not ask these questions. If they aren't relevant, they aren't legal. (See Appendix, p. 90, for sample Volunteer Application.)

Selecting Appropriate Volunteers

The screening process is ongoing. It begins with your first contact with a prospective volunteer. It will take intelligence, intuition, and objectivity to assess how the particular skills, experience, interest, aptitude, and character of the volunteer applicant might bear upon the successful completion of training and subsequent placement in an ESL teaching position. It is helpful to keep two deceptively simple, but quite profound principles in mind:

1. Your students/clients and the fulfillment of their need for English is your highest priority. If all goes as it should, your volunteer ESL program will facilitate the attainment of that goal.

Since so many of the activities in which you will be engaged with volunteers will be of the teaching and supportive variety, there will be a tendency to approach volunteers as if it is they who are your clients. Although it is very desirable for each volunteer to have a positive and rewarding experience, and you will certainly organize your activities to maximize this possibility, this is not your highest priority. Appreciation for and ongoing support of volunteers are essential elements of a good program, but never at the expense of the refugees, immigrants, or linguistic minority students you are serving.

Once there has been mutual agreement about the terms of the volunteer's training and placement, you should be able to expect that the challenges of the task will be met in a responsible manner. A volunteer's lack of extensive training and experience may mean that you will be providing him or her with direct support, but you will be doing this to better serve your target population.

Remember, volunteers are receiving training and getting invaluable experience. Overcoming difficulties within the teach-

ing situation is a profound learning experience in and of itself, and should not be denied the volunteer. It should be understood that no one quits when the going gets rough. Never try to make a situation better for the volunteer if it means making it worse for the student.

Along with training and experience, volunteers are getting supervision and staff development, and the satisfaction of being an integral part of a vital program. Participation in volunteer training and teaching is an impressive addition to anyone's resume.

2. <u>You should demand and expect at least the same kind of responsibility and commitment from volunteers as you do from salaried staff</u>.

An important corollary to the above is that you should treat volunteers with at least the same kind of respect as you do salaried staff.

Generally, you can expect a very high level of dedication and commitment from volunteers. After all, whether it be a sense of wanting to help, idealism, exploring a new field, or just finding a regular way to keep involved, they are motivated by factors other than remuneration. Although the actual teaching situation is of primary importance, it is crucial to keep volunteers informed of all program information, making sure they understand their role in the larger picture, and inviting the free sharing of their suggestions and recommendations about the program.

With information from the completed volunteer application and the above two principles in mind, you are ready to screen the candidates for your training seminar and as potential volunteer teachers. If at all possible, you should meet each applicant in an information-sharing/interview situation. The more the applicant learns about your program's scope and goals, your expectations of the volunteer teacher, and the kind of treatment he or she can expect from the program, the easier it will be for the applicant to decide if this is what he or she would like to do.

Make sure you represent the program honestly. If you can't provide the kind of teaching supervision you think would be most useful, but you can supply resources or materials and the opportunity for volunteers to discuss teaching problems with professional ESL teachers, talk about it. Rather than attempting to "sell" your program to a prospective participant, it is better to clearly describe the seriousness of your need for English language instruction in the area served by your

center, the reason you need volunteers to help fill this need, the details of volunteer training, and volunteer responsibilities in terms of time and energy commitments.

The interview situation should be one in which the applicant feels free to share information with you. Although there is a lot for you to explain about the agency and your ESL program, let your style be welcoming so that you can learn as much as possible about the applicant and how he or she feels about fitting into your program. Even if you only have one corner of a busy office in which to conduct interviews, your attention and attitude can go a long way toward creating a positive atmosphere for valuable information-sharing. At the end of the interview, applicants should be told about your selection process: your criteria for selection (demonstrated interest and ability, availability, experience, "first come, first served," etc.), when they will be notified about admission into the program, and how they will be notified. Depending on the number of applicants, and the size of your volunteer program, you can notify people by phone or write form letters for both acceptance and non-acceptance. Make sure to notify accepted and non-accepted applicants at least one to two weeks before the training is to begin. Written notification should remind people of the logistical details of the seminar, and explain items like directions to your agency and the parking situation. (See Appendix, pp. 90-92, for sample letters.)

Ultimately, you will be making informed guesses about the potential of candidates based on your assessment of their interest, capabilities, and understanding of the task. If you wish to set certain minimum requirements regarding educational background, previous teaching, or multi-ethnic experience, make sure this is clearly stated in all your literature. Actual success or failure of volunteer ESL teachers doesn't seem to be related to these factors, however. It is the less tangible qualities like flexible intelligence, creativity, and a sense of dedication that seem to play a crucial role in establishing good rapport in the classroom, the ability to communicate the subject matter, and the intensity and duration of the volunteer's commitment.

If you are planning on using volunteers in a variety of teaching situations, you will have more flexibility in choosing your trainees. A person who comes to your program with all the "right" credentials could take on more responsibility. He or she might be appropriately placed in that off-site class of twenty students that has needed a teacher for two months. Someone with little experience, but lots of interest and enthusiasm, might be perfect to begin as a classroom assistant. Someone who is interested, intelligent, and sensitive but somewhat timid, might work out very well as an on-site tutor for an individual or small group.

Screening out Inappropriate Volunteers

Screening volunteers is a serious matter. The idea that you might not accept someone willing to offer his or her services to an organization is sometimes difficult to communicate. Moreover, agencies themselves have often failed to explore the ramifications of using volunteer workers before starting to recruit them. Inevitably this has proven disastrous and created more problems than the agencies had before. Unfortunately, poor planning and unrealistic expectations have turned these agencies against using volunteers.

Attempting to develop your program and provide English language training to those who need it through training and placement of qualified volunteer workers does not mean that you must accept all applicants. Your advertising has consistently stated your goals, needs, and requirements. You have targeted certain areas and groups as good potential sources of volunteers. You have received written applications from everyone who is interested, and you have interviewed all applicants. At this point you are ready to evaluate the potential for success in training and placement. If you still have any doubts about a person's ability or attitude, follow your instincts and request more information from the applicant until you feel you have pursued the issue sufficiently.

Most likely the majority of applicants who have gotten this far without self de-selecting will be totally appropriate and have a high potential for success. It is also possible that you will have one or two applicants who are sincere but not capable of handling the training and responsibilities of an ESL placement. These applicants could help procure or duplicate classroom materials, or assist in record-keeping and the coordination of the volunteer program by keeping volunteers informed of meetings, new students, and schedule changes.

Once in a while there will be inquiries from people who have been attracted to your advertising because they are lonely and/or have serious personality problems. Ideally, these people will be satisfied just by talking to you on the phone, or the substantial requirements you set for volunteers will make them lose interest. If, however, a person like this perseveres, and you are convinced that he or she is inappropriate, tactfully suggest that the applicant go to the Voluntary Action Center in your community which might be able to match him or her to a more appropriate volunteer task. The Voluntary Action Center acts as a large clearing house and handles an enormous variety of volunteer requests. There actually may be some way for this person to make a useful volunteer contribution within some other agency structure.

Don't, however, refer someone directly to any other program that will have to go through the same process as you have with this person.

Screening is an ongoing process. You will be observing and processing information about selected participants throughout the training seminar, and all of your mental and written notes will be useful in making successful placements. Once trainees are placed in a teaching position, the screening process becomes one of supervision and support, a subject addressed in Part III of this Handbook.

PART II

VOLUNTEER TRAINING

Jane Taylor was one of the ten "Outstanding Volunteers of 1982" honored by the Voluntary Action Center of the United Way. A full-time special needs teacher from Dorchester, Jane had attended the International Institute's first Volunteer ESL Teacher Training Seminar and then taught English to a Laotian family in Savin Hill. Soon her class expanded to include ten families. She started a Girl Scout troop, learned sign language in order to instruct a deaf child in signing and English, and taught the refugees principles of food storage and how to meet nutritional requirements with unfamiliar foods. Today Jane is still teaching survival skills, orienting Laotians to the United States, and advocating for both children and parents in the neighborhood and in the schools.

Initiated without any special funding in the fall of 1981, the International Institute of Boston (IIB) opened its doors and crammed over forty potential volunteer ESL teachers into a free workshop that spanned two evenings and all day Saturday. The Language Program Coordinator, the Social Worker, and several ESL teachers donated their time and expertise -- including a hot lunch from the Institute kitchen on Saturday -- to this first attempt to provide structure and support to what would turn into a thriving volunteer program. Although some volunteers were already teaching English to refugees resettled by the Institute, there had been no formal training or follow-up until this time.

In November 1983, the Institute held its tenth Volunteer ESL Teacher Training Seminar. Training Seminars are twelve hours long and take place in four to five evening sessions over a two-week period. There is funding to cover staff time, and participants pay a $15.00 registration fee that goes toward the cost of materials, refreshments, and overhead. This initial training seminar is considered a prerequisite to both placement and further training for inexperienced volunteers. During the past two years, 310 volunteers have attended the initial seminars, and 185* of these were placed in ESL positions where they taught for at least six months.

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*This number does not include 1) people who were already volunteering when they took the ESL seminar; 2) the 40 newly placed volunteers from the September and November 1983 seminars; and 3) those volunteers who were placed but completed and/or left their volunteer placement in less than six months.

The IIB Model

A detailed examination of the Institute's volunteer training should be a useful point of departure for any program contemplating an ESL training program of its own. Although its current form and content are the result of an evolutionary and ongoing process of learning from successes and failures, the agenda for the November 1983 seminar (see Appendix, p. 93) is a fair representation of our training. Techniques and topics are continually refined in response to reactions and observations by both staff and participants. Each class has its particular dynamics, and activities that are positive learning experiences in one group may not work as well with the next. Evaluation of the seminar itself by participants is the last activity of the training seminar, and most adjustments have been made as a direct result of these comments.

Each session of the seminar is scheduled to start at 6:30 p.m., but participants are told ahead of time that this is a time to sign in, have informal contact with the staff and classmates, partake of coffee, tea, and snacks, and, after the first session, visit the Institute's ESL Resource Library. The class begins promptly at 7:00 p.m., or earlier if everyone is present.

As people sign in by checking their name on the attendance sheet, they are given a copy of the Agenda, the Handbook for Volunteer ESL Teachers, two or three selected books on ESL teaching techniques and basic grammar that must be either returned or purchased by the end of the seminar*, and a list of possible ESL teaching placements**.

The twenty-five participants, along with the usual two or three visitors, seminar staff, and teachers, all take seats at tables arranged along three sides of the room so that everyone can see the front of the room and each other. The session begins with introductions, focusing on what motivated participants to volunteer and where they think they will go from here. This part is usually facilitated by the Institute's social worker, who then talks for about ten minutes on the history, purpose, and service areas of the International Institute, the needs of the refugees and immigrants served by the Institute, and the role of the volunteer ESL teacher. She provides basic information about the refugee experience from the camps in Thailand

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*In November, participants received a draft of the Handbook for Volunteer ESL Teachers, which is a companion to this Handbook for Volunteer Coordinators/Trainers and will be printed at the same time. The other books we have distributed are Robert Dixson's Practical Guide to the Teaching of English as a Foreign Language (Regents, 1975), Raymond Clark's Language Teaching Techniques (Pro Lingua Associates, 1980) and ESL Grammar Handbook by Allen Kent Dart (Prentice-Hall, 1982).

**See Appendix, p.94, for sample placement list.

and the Philippines -- or the hotels in West Germany -- to arrival and resettlement in Boston. The topics of turmoil and disruption, hope and expectation, and adjustment to foreign customs, values, language, and living conditions are all introduced. The object of this orientation is to state clearly our clients' needs and the ways in which the volunteers' work can help meet those needs, and to describe additional support services available to the refugees and resources available to volunteers working with them.

As part of this general orientation, an active ESL volunteer talks about what he or she is doing. In November, the volunteer selected talked about how the seminar had prepared him for his placement, and what it was like working with a Vietnamese family in their Brighton apartment.*

This introduction, which takes about thirty minutes in all, ends with a brief explanation of the Placement List and the procedure for making placements. Participants are asked to study the list and hand in a form indicating their first, second, and third preferences as soon as possible. (See cover page of Placement List, Appendix, p. 94.) Placements are the result of mutual agreement between the volunteer and the Volunteer Coordinator, and the members of the class are encouraged to discuss possible placements with the Volunteer Coordinator during the breaks, before and after each session, and by phone during the day. There is one final exhortation to be dependable, committed, and responsible in the acceptance of the teaching assignments; then the focus shifts to the actual business of teaching English.

The training seminar coordinator begins by presenting an overview of the principles of language teaching -- the needs of students and specific teaching objectives -- through a combination of short lecturettes and questions and responses from the class. The main ideas include the following:

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*Since IIB volunteers teach ESL in a variety of different situations, volunteers who are in the kind of placement that is needed at the time are invited to speak. In November, there were a large number of 1:1 and small group apartment teaching situations in need of teachers. Besides serving to attract volunteers to certain priority placements, this is a nice way to recognize the volunteer's contribution. It is very satisfying to have a chance to talk to an attentive audience about your commitment and creativity, and it is rewarding to be the center of attention of a group of people who will be following in your footsteps. Without exception, every volunteer who has spoken to new recruits about the volunteer experience has been insightful and excited about the challenges and rewards of the job. In preparation for this brief presentation, the volunteer is asked to think about how he or she felt the first day of teaching, what it feels like now, to share something that didn't work or some problem and how it was resolved, and to tell about something that <u>did</u> work or the most rewarding moment of teaching.

1. The needs of adult ESL students include jobs, housing, friends, information about the community, etc.
2. English language instruction should stress oral, active methods, and should be in English only; lessons need to be carefully sequenced and should provide learning situations in which students can apply what they have learned.
3. The ESL teacher must be a reliable model, must prevent confusion in the classroom, must keep the interest level of the students high, and must respect students as adults.
4. ESL lessons must be carefully planned, and priority must be given to listening and speaking skills, then reading, then writing.

We emphasize the concept that all language taught should be relevant to the needs of the student, and consequently grammar, syntax, and vocabulary must be geared toward any of a number of survival topics. Referring to a sequenced list of grammar structures, participants pair up and decide how to employ each grammatical point in a complete sentence. Sentences are written down and orally shared as feedback at the end of the exercise. This activity focuses on the structure of English, and shows how it is not only possible but essential to start at the simplest level and build up progressively to more complex language concepts and structures. It also raises the question of whether the teacher must be able to, or should, use the names of grammar structures and give grammatical explanations to his or her students.

Demonstrations of various teaching techniques follow. The first is a Repetition Drill, and an ESL teacher presents it in a language that no one in the room knows (we used Farsi, the language spoken in Iran). The object of the drill is to teach the names of six colors, and the teacher uses flash cards painted different colors, clear hand signals, and short verbal directions in Farsi. A lot of choral and individual response is elicited, and the exercise is practiced until participants begin to learn the names of the colors. This drill offers the class the opportunity to briefly experience a hint of the feelings of initial difficulty, confusion, and self-doubt that their future students may feel, and also offers the gradual growth of understanding and confidence as the sounds are mastered and the words become familiar.

Several other teaching techniques are modeled during the first and second sessions, progressing from the simple drill above to complex box drills and dialogues (all in English, after the Repetition Drill). After each demonstration by a teacher, class participants are given the opportunity to teach the same drill to the rest of the class. After two or three people have assumed the teaching role, there is open discussion during which

students are asked to articulate what they thought was important in the structure and presentation of the material.

At the end of this first meeting, the class is given a diagram of the Institute's Resource Library, located on the fourth floor, and invited to visit it during the half hour preceding the remaining training sessions.

Members of the class continue to take on both the ESL student's and teacher's roles as more teaching techniques are introduced on the second night. They also are given a chance to examine selected ESL books for teaching adults and a potpourri of classroom realia ranging from pictures and flashcards to articles of clothing, empty food cartons, calendars, and maps. Student pronunciation and intonation problems are identified by listening to a tape of low-level students, and techniques for addressing these problems are discussed.

On the third night, most of the time is devoted to lesson planning and what one might do during the very first class. Elements of lesson planning as well as the distinctive parts of a lesson are delineated. Clarity of objective is stressed and the need for review, presentation of new material, practice, and application are discussed.

The class is then divided into groups of five to six participants, each with a specific lesson planning assignment, a lesson plan form (see Appendix, p.101), paper, and magic markers, and is then sent off to different rooms in which to create and practice teaching their lesson plans. During the next forty-five minutes to an hour, each group struggles with the assignment, and sometimes with each other, and usually succeeds in developing a lesson plan not unlike those taught by professional ESL teachers at the Institute. The staff makes periodic visits to each group to observe and, if necessary, help groups over rough spots and encourage them to try teaching parts of the lesson to each other.

When the whole class reconvenes, a spokesperson for each group presents its lesson plan, and there are questions and discussion. Then, three sample lessons for the first day of class (beginning, intermediate, and advanced levels) are presented by the seminar coordinator. Participants discuss what can be learned about the students from each lesson and how each lesson can be adapted if it is too easy or too difficult.

The final session of the seminar provides an orientation to the cultural backgrounds of prospective ESL students. Participants begin by taking part in a written cultural identification exercise that points out the irrelevance of cultural stereotypes. Then, guest presenters from several different ethnic communities

are introduced, and the meeting is divided into separate workshops that will deal with specific cultural groups for the next two hours. We usually have four or five simultaneous workshops on Indochinese, Haitian, Hispanic, Czechoslovakian, and Polish cultures.

The seminar ends with the tying up of loose ends: about teaching placements, follow-up activities, returning borrowed books or paying for those to be kept, and a final evaluation of the seminar by participants. (See Appendix, p. 102, for sample evaluation form.) Students who have attended all classes and completed all assignments* will receive a seminar certificate. (See Appendix, p.103, for sample certificate.)

Staff members involved in the seminar include the Language Program Coordinator, Volunteer Coordinator, Social Worker, one or two ESL teachers for each of the first three sessions, a current ESL volunteer, and representatives from community ethnic groups and organizations.

Planning Your Own Training For Volunteers

When your agency is ready to plan its own volunteer ESL training, you will have to make decisions about 1) the time you can allot for training, 2) the number of people to be trained in order to meet your volunteer needs and your training capabilities, 3) the human and material resources available to enhance the training, and 4) the content of your sessions, and the way in which subject matter will be presented. You will have to arrange all the physical details so that the actual training will run smoothly: materials, scheduling, space, and refreshments.

Scheduling. If you have never trained a group of volunteers before, chances are you will begin with a small group. Although you may wish to cover as much material as does the International Institute's seminar, it may be possible to cover it adequately in less than twelve hours. Working with six to ten students may allow for a less formal atmosphere and an easy give and take between teachers and students that will clarify issues more efficiently than is possible when working with a class of twenty-five to thirty students. Your training might be planned as one all-day intensive session on a Saturday, for example. Or, you might prefer to schedule several shorter meetings over a longer period of time. If you have no immediate need for tutors, you may wish to concentrate on the development of teaching skills

*A lesson planning assignment is given out on the third evening. This is to be written out and returned for comment. The assignment is then sent back to the student with written remarks.

over several weeks and assign thoughtful and creative pedagogical tasks between classes. Your own program needs, as well as the availability of both staff and volunteers, may determine the format.

Site. Make sure you have a good space in which to hold your training. You will need a room -- or rooms in order to accommodate simultaneous activities -- with adequate lighting, ventilation, and furniture, and which will be available for the duration of your sessions. If your agency has a system of reserving rooms, request your space well in advance and sign it out for at least an extra hour at either end of each session to allow for setting up and cleaning up. Make sure you have the tables, chairs, blackboard, and other items you will need, and decide ahead of time on the best arrangement of the room. A group of six to ten students might easily sit around a large table with the presenter(s), while a larger group would best be arranged in some kind of semi-circle so that the presenter(s) might get everyone's attention from a central spot, and so that each person can be seen and heard by the whole group.

Materials. Decide what materials will be used during sessions, what will be provided for the students to keep, what will be available for reference, and so on. If you plan to lend out materials during the seminar, make sure you are clear about the procedure for returning them. Have a neat, typed attendance list ready so that when your participants arrive they will know that you are ready for them. Try to anticipate all of your material needs -- it's a real drag running up three flights of stairs for a piece of chalk, believe me! -- so that your mind is free to tackle the intellectual, emotional, and social needs of the participants.

Snacks. The kind of refreshments provided will depend on the time of day you hold your sessions and their duration, and certainly on personal preference. Whatever you decide to have, make sure you have allowed for those who don't drink coffee and for those who don't eat sugar. If you can afford it, cheese, crackers, and fruit might even be better than homemade brownies. Whatever you have, make sure there is enough.

Fees. If you have no budget and aren't charging for the seminar, you may wish to charge for refreshments, although it would be a sounder investment to furnish free goodies and either charge a small registration fee or sell the teaching materials to students at cost. If you can manage it, you might offer the entire course -- materials, snacks, teaching content, and all -- gratis, since you will be getting a volunteer commitment from participants. On the other hand, the participants are receiving training from skilled ESL practitioners, and they will learn a lot from the volunteer experience, so you may feel justified in requiring some

monetary investment on their part. You will have to resolve this philosophical point before you begin.

Staffing. Make sure the seminar is staffed with people committed to the project in general, and who have high expectations of volunteers. Decide staffing needs with these ideas in mind:

1. There should be one seminar coordinator who is ultimately in charge of all arrangements, teaching content and format, and all other relevant details. Specific tasks can and should be delegated to everyone who will be involved with training.
2. In general, the more people on your staff who get involved with volunteer training, the more staff you have committed to the program.
3. If you can bring a few administrators into the act, if only for an initial "welcome", it will show volunteers that the agency as a whole is counting on them and that they have an integral role in the agency's achievement of its goals. This also paves the way for positive volunteer/staff interaction in the future.
4. Each ESL teacher has his or her own teaching style, and it is to the seminar participant's advantage to see that there is room for flexibility and creativity in teaching.
5. Seminar staff need not remain throughout all sessions. Teachers could work for one or two hours as presenters of certain techniques or as facilitators of specific activities.

Content. The content of your training will be dictated by the questions and issues that initially motivated the agency to consider training and using volunteers to teach ESL. Some of your questions might be:

What do you want volunteers to be able to do?

What do they need to know in order to succeed in this?

How will you teach them to be able to do this?

What tools can you provide so that they can become independent and creative teachers?

What are your expectations?

Identify all the topics that must be covered in order to meet your objectives. Know whether your trainees have education or life experience that is relevant. If your class consists of people with some teaching experience, you don't have to dwell on the general tenets of teaching. Get into the actual teaching -- drills, lessons, materials, etc. -- as soon as possible. Don't get bogged down in a complex explanation of

English grammar structures!

No matter what you decide to include in your training sessions, it is a good idea to begin the seminar with a general introduction to your agency: its purpose, structure, funding, special projects, and how your volunteer ESL program fits into the larger picture. Include details about the people served by the ESL program and their needs, the ways in which the ESL program is linked to other services within your agency or its relationship to other agencies and groups in the community, and the variety of volunteer placements available. Place emphasis on the need for responsibility and dependability, and how a stable learning situation is critical to creating a sense of security for people who have experienced profound upheaval in their lives. A caring and committed volunteer can contribute immeasurably to the ultimate integration of his or her students into the mainstream of American life. Even if you have already held a separate orientation meeting for prospective volunteers, this condensed version at the beginning of training will highlight this vital volunteer role.

It is also a good idea to have ready some kind of description about the actual placements you have in mind for volunteers. If you are planning to use volunteers primarily for 1:1 tutoring, make a list of individuals needing this kind of assistance. Without invading the privacy of your clients, describe the student, his or her needs, and the logistics of the tutoring situation. If all the tutoring is to take place on the agency premises, the only other variable is time. A list like this will help volunteers think about a variety of possibilities and to ultimately make a commitment they will be able to fulfill.

Training Approach. The next step is to design a seminar that is relevant, exciting, and involving. Even though most of your volunteers will be highly motivated, you don't want to abuse their good-will by presenting several hours of lectures on the theory of teaching English as a Second Language. You will want to highlight the most important and relevant ideas, techniques, and materials through different kinds of learning activities. Lectures, small group discussions, work in pairs, demonstrations, and practice teaching will provide necessary variety and active participation on the part of your volunteers.

Since your trainees will differ greatly in previous teaching experience, not to mention their own education, age, and life experiences, you must devise teaching methods that neither assume too much nor too little previous ESL knowledge. This is most easily accomplished by sticking to your specific and practical needs, and not dwelling on theoretical and ideological concepts. Your training should provide the framework on which

an intelligent and able volunteer can build according to his or her real needs on the job.

The training sessions you provide should be sequenced, varied, and fun. Conceptually, you must remember to progress from the simple to the more complex, and always demonstrate an activity before requesting that a participant do it. Participants should be asked to do less threatening activities, like working in pairs, before being asked to perform in front of the whole class.

People learn in different ways and are motivated by different means, so your training sessions should include experiences that touch participants' intellectual, emotional, physical, and spiritual selves.* Activities that make participants think, reflect, relate to others in the group, and move around should all be included. Remember also to vary the intensity, structure, and length of different activities.

Encourage active participation in the class, and be supportive of individual and group contributions. Emphasize the good points that are made in comments and teaching demonstrations, and suggest how to make them even more effective. Consistently demonstrate confidence in your trainees, and do whatever you think is necessary to make them feel like they will definitely be good teachers.

Keep your sessions up-beat. The attitude of the staff and their interactions will go a long way toward setting the tone of your meetings. Good-natured humor and open friendliness will facilitate learning. Remember that you are teaching people how to teach not only through the content and methods of presentation you select, but also by example. The development of your training, its structure, and the way it is facilitated are all powerful lessons to your students.

Cultural Orientation. If you are planning to offer information about the culture of your students, there are several ways this can be done. You might invite a representative of this culture who has been here a few years and who speaks English to share relevant information about the history, social structure, roles of men and women, the educational system, etc. of his or her country. You should make arrangements with your guest well in advance of the seminar, and go over an outline of suggested topics to cover. Your guest does not have to make a speech, but rather

*Cooper, Susan and Cathy Heenan, Preparing, Designing and Leading Workshops, CBI Publishing Co., Inc., Boston, 1980, p. 21.

to prepare some comments about his or her own culture that will lead to questions from the audience. Information most relevant to teachers might be the topics mentioned above, how people in this culture relate to teachers, and linguistic information that pinpoints the similarities and differences between English and the students' native languages. Your guest should highlight cultural differences that are likely to be evident in a classroom situation -- for example, the fact that Khmer students will laugh if a classmate makes a mistake, but that this isn't malicious.

Most of the people you invite as cultural presenters will welcome the opportunity to talk to interested people about their own customs and culture. They will be glad to participate in the training of volunteers who will then go out and contribute their time and energy in teaching English to their countrypeople. I have found that most presenters are very grateful to volunteers and want very much to do all they can to help prepare them thoroughly for their task.

Be clear about what you expect from cultural presenters. If a presenter needs transportation or childcare in order to participate in your training, try to arrange it. Make sure to verbally thank participants for their contribution on the day of their presentations, and also write a more formal letter of thanks that comes from you as a representative of the agency; this official recognition may be very meaningful to your presenters. Your sincere appreciation may also affect whether they would be willing to participate in subsequent training sessions or recommend it to other members of their cultural group.

If you have no personal contacts with English-speaking members of a particular cultural group, you might contact a local agency or church that does.* If you still find it difficult to get cultural representatives to participate in your training, you might invite someone who knows about the culture through work as a service provider or an academic (historian, anthropologist, political scientist). Your best bet might be to contact other social service agencies in your area that are working with members of this culture. Along with giving you a presenter, this may develop a useful network for

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*In the Boston area, we have used presenters either recommended by or affiliated with the Cambridge Haitian American Association (CHAMA), the League of Haitian Families, St. Leo's Haitian Multi-Service Center, Centro Presente, the Concilio Hispano, the Polish Relief Fund, the American Fund for Czechoslovak Refugees (AFCR), the Cambodian Community of Massachusetts, the Eritrean Relief Committee, bilingual members of the International Institute staff, and others.

subsequent programmatic collaboration and avoid duplication of services. If you go the route of academia, acquaintances at local colleges may find the opportunity to address ESL trainees a refreshing change from their normal teaching responsibilities.

If you are unsuccessful in securing a commitment from any of the sources you have identified, you might gather together written information about the history, customs, and so on of your clients/students and distribute this reading material at the beginning of the seminar. Ask participants to read it by a certain time, when you will address it in small group discussions. Depending on the group you target, relevant information might be found in newspapers, magazines, or books, and don't overlook the usefulness of your public library. If you are focusing on a group that has recently arrived in the United States as refugees, it is important to include information on the current political situation in the country of origin and how this has affected traditional customs and values.

The written material you gather can also be used to supplement an oral presentation. In this case, advance reading of the printed information could serve to improve the quality of the questions posed to presenters.

The needs of your ESL program were probably clear before you decided to develop a volunteer training program. Whatever your goal, be sure that your training addresses your program and your needs.

Setting Realistic Goals

Volunteers will not, and should not, replace salaried teachers. Volunteer programs have a standard commitment to abide by this rule; it is also extremely rare to find a volunteer able to consistently devote the same number of hours to teaching as a paid staff member. You will be requiring a certain commitment from your volunteers in terms of hours per week and the duration of their involvement. Be realistic about the number of students you will be able to serve through volunteers and the number of contact hours with English that volunteers can provide.

For most adult education programs, ESL volunteers will provide excellent support services that will enhance the agency's program either in depth or breadth -- providing more intensive ESL to students or reaching more students. Other ESL programs operate solely through the use of volunteer ESL teachers.

It is also possible for an agency to establish a satellite or outreach ESL program that is entirely staffed by volunteers. This would be desirable when a significant need cannot be met geographically or financially through the agency's current means. Training volunteers to teach in community settings could be a significant civic contribution of your agency. Ongoing agency support to community grass-roots programs can also go a long way toward legitimizing both the programs and the foreign-born adults they serve. It is also true that over the past few years, more and more of these community programs have been able to obtain private, if not public, funding.

Observing Volunteer Trainees

You will begin to know the strengths and weaknesses of your trainees during the seminar. It is essential that all staff be alert to the reactions, interactions, and contributions of individual participants, for these observations will be useful in making placement decisions. If a participant exhibits a lack of commitment to the training, it isn't too late to eliminate him or her from the program. You might offer the training at a later date when, perhaps, his or her schedule would allow more of a commitment. Someone who misses meetings and doesn't let you know in advance or doesn't have a legitimate excuse is likely to be just as irresponsible as a teacher. Someone who is dogmatic and inflexible during a group activity in training would probably not be well-placed as a classroom teacher, but might work out very well in a 1:1 situation where he or she is not threatened and would not have to resort to dogmatic stands. In short, both personal behavior and the extent to which volunteers grasp and use the material presented should be noted as criteria affecting final teaching placements.

Despite careful planning, it is unlikely you will be able to put everything related to teaching ESL into your training sessions. In addition to theory and practice, there may be other important areas to cover. The cultural background of students, how to work with adult learners, and special considerations of refugees or your particular client group may all be essential topics in the kind of volunteer program you envision. If time is limited, you will have to prioritize and offer only the most salient and useful information in the clearest way possible. If your training gives volunteers a familiarity with ESL content areas, methods of teaching, and available ESL materials, as well as the confidence to begin teaching, you will have been successful. You may introduce your client population and your agency's goals briefly or in depth, and plan follow-up workshops and pot-luck dinners to address additional topics and subsequent volunteer needs.

PART III

PLACING AND
SUPERVISING VOLUNTEERS

Before, we used to count the subway stops to know when we should get off, but now we can read the signs.

When I go into a clothing store, I know about the prices and the sizes. Before I didn't know what it meant when a sign said "one dollar for two." Now I know when a sale is happening and what it means.

I feel happier in the United States now that I know more English.

— *Comments of Cambodian refugees who arrived in the U.S. 18 months ago*

These statements and others, by refugees who studied with volunteer teachers, demonstrate that volunteer assistance can greatly affect refugees' lives. To make this happen, sound placement and supervisory decisions are necessary.

Actual placement of volunteers in teaching positions is the result of many steps. Their importance cannot be overemphasized. The time and care you invest in the recruitment, screening, and training of volunteers will be matched by the seriousness with which your volunteers embrace their assignments. The information shared during formal and informal meetings, the extent to which the staff responds to trainees, and all visible signs of your agency's actions and attitudes toward its mission, its clients, its paid staff, and volunteers should create an atmosphere that both demands and supports dedicated volunteer involvement. Placements that appropriately match volunteer skills with client needs, and specific plans to provide ongoing support and supervision will further ensure the fulfillment of the very needs that led to development of your volunteer program.

Identifying Placements

Although each teaching assignment will ultimately be tailored to the specific educational and logistical needs of the student(s), volunteers will be 1) teaching one person or more than one; 2) meeting the student or students at the agency or some other place; 3) teaching alone or in a cooperative situation with a salaried teacher or another volunteer; or 4) participating in an ESL program partially or totally taught by volunteers. In the larger context, volunteers will also be directly meeting an internal need of your agency (by helping to provide better or more intensive services to current clients) or extending the services of the agency to new populations and sites.

Outreach. Developing a pool of trained ESL volunteers may also provide assistance to the ESL programs of other public and private organizations in the area. If you decide to train more volunteers than you will need to answer your own programmatic demands and that you want to reach out to underserved groups, or to those who are not eligible for your professionally taught classes, or that you would like to assist in the delivery of the ESL services of another agency, you should be ready to accept the additional responsibilities of these decisions. You will need to disseminate information about your volunteer program to all groups working with limited English speaking adults,* and let everyone within your own agency know that the volunteers you are training will be available for a variety of teaching positions in the community. You should be ready to do the requisite P.R. work as well as the legwork to establish classes in the community or tutoring sessions for another agency's clients. The resulting network of public and private groups offering ESL will be well worth the initial expenditure of time and effort.

The International Institute of Boston has become one of the central sources of volunteer assistance for Boston-area ESL programs, placing trained volunteers to work in other programs and offering ESL training to volunteers recruited by other groups. Publicity for the volunteer ESL seminars is sent out to all area organizations involved with refugees and immigrants with a cover letter explaining that volunteers may be available to assist them. Many of the organizations currently using Institute-trained volunteers have already been

*In areas lacking publicly funded ESL in the schools, trained tutors could provide meaningful assistance, especially for linguistic groups too small for mandated Transitional Bilingual Education programs.

involved with the Institute in other areas over the years, but there are also many other groups who heard specifically about our volunteer program and contacted us for assistance, or responded to outreach efforts initiated by the Institute. There are over twenty-five different community groups and agencies employing the skills of Institute volunteers that are regularly contacted regarding new volunteer placement opportunities.*

Ensuring the proper use of, and on-site support to, volunteers placed with other agencies is a crucial issue. You already know how much work it takes to get agency-wide support for your own volunteer program; now you will be sending volunteers to work in other agencies that may not be aware of the additional demands they may face in exchange for the benefits they will receive. Although you will not be able to conduct a thorough screening of other service providers prior to placing volunteers with them, you can introduce the idea that training salaried staff to work with volunteers is just as important as training volunteers to perform their assigned tasks. It is your responsibility to orient agencies requesting volunteers to their responsibilities vis-à-vis the volunteers you place with them. If you expect to become a major source of trained volunteers in your area, you may eventually plan a workshop for other groups on how to best work with volunteers. For now it will be enough to arrange that volunteer orientation and supervision be the responsibility of the organization in which the volunteer is working, and that your agency provide ongoing staff development and training, general support, and if necessary, serve as liaison or mediator between the volunteer and his or her supervisors.

Screening ESL Students. All referrals of potential ESL students as well as all the requests for volunteers should be investigated to determine that they

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*A recent IIB training seminar included eight classroom teaching assignments within other agency programs. Four of these were agencies with well-developed ESL programs taught exclusively by volunteers and one other was an ethnic agency that was initiating ESL classes on a small scale as an additional service to needy clients through volunteer teachers. The other three placements were with established ESL programs that utilized volunteer teachers to supplement the regular teaching program. In addition to these eight assignments, there were three classes taking place in donated community sites, organized by the IIB Volunteer Department, and two other classes that were the direct result of the community organizing work of volunteers in neighborhoods with large Southeast Asian refugee populations. Placements as 1:1 and small group tutors were also available in some thirty different situations, about half of which were generated through the needs of other agencies.

constitute worthwhile and safe teaching assignments. You may wish to establish formal or informal guidelines to determine eligibility, taking into account factors like need, lack of access to other ESL programs, inability to pay tuition for private lessons, willingness to arrange a regular meeting schedule, and availability of an appropriate meeting space.

For tutoring placements, you should contact prospective students directly or, if necessary, through an interpreter. Before accepting a student make sure that he or she understands the nature of volunteer teaching (unpaid) and has some basic facts about your program. It will be useful to determine the student's English level before assigning a tutor, which is easily done during an initial meeting. If a personal interview is impossible, assign a volunteer who can assess the student's linguistic needs at the first session. Since the student as well as the volunteer should be able to be in touch with you -- or with a local coordinator or ESL supervisor if this is an outside agency placement -- to discuss educational goals and progress in the tutoring situation, let the student know where and when you are available for meetings.*

You may wish to develop a screening procedure for potential students to complement the one you use for prospective volunteers. Initially, your students will primarily be your own clients or those referred by other known service providers, so screening may not be an issue. If you receive an occasional request that sounds challenging and worthwhile from an unfamiliar source, investigate it. If you then have reservations about assigning a volunteer, but still feel that you'd like to help the person in need, you might set up the sessions on-site so that there will be other staff around during the tutoring meetings. Tutoring requests that are not legitimate are extremely rare, and those who initiate such requests do not follow through on interview appointments. There may be requests, however, from people who don't fully understand what you are offering and for whom the volunteer tutoring situation is neither appropriate nor necessary. You should refer inquiries of this sort to other, more appropriate, ESL programs in the area.

Placement Lists. Placement lists and job descriptions serve complementary functions. A list of available volunteer positions is useful during recruitment to describe the variety of jobs awaiting trained volunteers, and it can be used again during training or whenever you are involved in the actual placement

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*You might wish to set up office hours each week, during which you are free to meet (or have phone conversations) with volunteers and students.

process. The general Volunteer ESL Teacher job description that you use during recruitment will take on form and substance as it is matched to a particular situation indicated on the placement list. The job description enumerates responsibilities of the volunteer and the training agency, while the placement list describes the who, what, when, and where of the assignment. As volunteers are matched to students, job descriptions can be rewritten to accurately reflect each position, and can be considered a contract between the volunteer, the student(s), and your agency. It would be ideal to develop each job description/ contract through a process in which all three parties are involved.

The placement list should be a compendium of basic information that bears upon specific abilities, interests, and availability of volunteers and enables them to commit themselves to particular teaching situations. Relevant facts to include on a placement list are:

-Type of assignment: classroom teacher, classroom co-teacher, classroom aide, small group tutor, 1:1 tutor

-English level of student(s): beginning, intermediate, advanced, non-literate, advanced conversation, reading and writing

-Schedule of class: days and times (1:1 tutoring is usually flexible and arranged for a time that is convenient for both parties, but if a student cannot meet at certain hours, this should be indicated.)

-Location: on-site, in another part of town, in another town, at a school, church, multi-service agency, refugee's apartment (Include name of building, if any, and street address.)

-Special factors: the class is an outreach class off-site but administered by your agency; the class or student is a client of another agency; the class is part of a grassroots community movement collectively run by volunteers; the volunteer position may eventually be funded, etc.

-Background of student(s): nationality, culture, language (This shouldn't be as important as other factors.)*

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*A volunteer may want to work with a particular ethnic group for good reasons. For example, he or she is familiar with this culture. The student's own language shouldn't matter, however, since we teach English through the use of English (see companion volume, Handbook for Volunteer ESL Teachers).

For 1:1 tutoring situations it may be useful to include the approximate age and the sex of the student. Any additional information you have about the teaching situation, sponsoring agency, or the students themselves should not appear on the list; these facts can be shared with individual volunteers when they express an interest in a particular and appropriate assignment. Privacy of students should be protected, and personal information about family situation, living conditions, and even names should be withheld until the placement is definite. Even then, if this kind of information is not relevant to the teaching situation, or if it is not something that the volunteer would learn during his or her first few meetings with the students, it should not be shared.

Meeting Your Priorities

After putting so much effort into launching this exciting volunteer project, it would certainly be a shame if you couldn't convince volunteers to take on the jobs you needed to fill in the first place. Although this is unlikely, since these are the placements that attracted volunteers to your program from the start, you can do several things to ensure that your priorities are met:

1. Train more volunteers than you need to cover your most needy cases.

   This will make allowance for those who are interested but can't fit into your time framework, or those who decide half-way through the training that this isn't for them, or those who show promise of being exemplary teachers but get job transfers to California on the last day of the seminar.

2. Make realistic assignments.

   Are you asking for more than a reasonable amount of time? (4-6 hours a week is average)

   Some people might be available to work more hours, but it isn't wise to define the job as necessarily 10 hours, unless you know that this particular assignment appeals to one of your volunteers who does have 10 hours to offer.

   Are you asking a volunteer to deal with a problem situation that is giving a professional teacher a hard time?

   Some classroom problems may merely be the result of individual learning difficulties that can be addressed in a 1:1 learning environment with a

patient volunteer, but be very selective about "problems" that you hand over to inexperienced volunteers.

3. Try to design assignments with some flexibility in scheduling.

4. Make your priority placements look especially attractive.

   If they are within your own agency (physically or administratively) you can offer close supervision and support -- maybe even a chance to confer with other ESL teachers or discuss student progress with his or her counselor, a chance to be a part of a team.

5. Be open about the fact that these are your priorities and must be filled.

   Volunteers are there because they want to do something useful, and this is a way for them to know how their contribution would have most meaning for the agency.

6. Don't let anyone leave the room until all priority situations are assigned...!

Matchmaking: Placement Decisions

Placements are the result of a kind of directed free choice, with the volunteer coordinator/trainer encouraging matches that make sense. Final decisions about initial placement should be made by mutual agreement between the volunteer and the coordinator, since the latter knows the clients' needs and the volunteers' strengths and weaknesses. Volunteer preference and compatibility of personality and style must also be considered. The coordinator will need both knowledge and intuition to guide volunteers toward appropriate assignments, and he or she must be mindful of cultural and traditional norms, taking care, for example, to place only women as home tutors for housebound young mothers.

A perfect balance between the exigencies of the following factors should result in placements with a high potential for success:

1. The agency's need

2. Volunteer preference: (from placement list)
   - -time
   - -place (accessible by available transportation? familiarity with neighborhood?)
   - -cultural/linguistic group
   - -age
   - -sex
   - -English level
   - -situation (1:1, class, etc.)

3. Student preference

4. Cultural issues

5. Personalities

By definition, the successful placement is one in which the primary goal is achieved. But the matching of students and teachers is merely the point of departure. The journey may be direct or circuitous, of definite duration or of indeterminate length, but it will be most enjoyable if it is a shared experience and the travellers ultimately arrive at their destination. Any journey might feel interminable without mile markers or village signposts to measure the distance, and similarly, a course of study needs to have a structure with short- and long-range goals. Success or failure of volunteer placements are measurable through periodic evaluations of student progress.

Once placement is made, the actual volunteer assignment should be designed in detail. It should meet the needs and preferences of the student in a manner that is both possible and challenging for the volunteer. You can ensure strong volunteer commitment by developing specific job descriptions/contracts that have definition, goals, and room for individual creativity in attaining these goals.

Volunteers have come this far in hopes of satisfying their needs as well as those of the refugees and immigrants with whom they will work. You will have been listening to the expression of personal needs since your initial interviews, and they will figure significantly in your placement decisions. Some of the needs motivating volunteers might be:

-The need to engage actively in work they consider relevant and worthwhile

-The need to directly affect the lives of others

-The need to be affiliated with an organization whose goals they share

-The need to expand horizons and explore new possibilities (education, cultural, social)

The volunteer job should be structured in a manner that will maximize chances for the achievement of both the agency's and the volunteer's goals. The student should be involved as much as possible in designing the assignment, since it will form the structure of his or her educational plan. There is no single formula for the sequence of the next steps: setting up the

initial student/tutor meeting, establishing a class schedule, and developing a detailed outline of both the form and content of the tutoring relationship.

Facilitating Placements

Introducing students and volunteers to each other should happen in the most comfortable way you can manage. I usually invite the student to my office about a half hour before our appointment with the volunteer, so I have time to answer any questions the student may have and also to make sure that the tutoring situation will address the student's concerns and needs. If I know that the volunteer will be available for only six months, for example, we can talk about how best to use the time allotted. If the student is unemployed and looking for work, it will be important to focus vocabulary and survival topics on job search skills.

Once the volunteer joins us, we begin with general friendly conversation. To the extent possible, both student and volunteer share information about national origin, education, and work history, maybe even family. We establish a meeting schedule, and when they leave it is understood that I can be called upon for aid/advice. For home tutoring, the facilitator (volunteer coordinator, teacher, supervisor, bilingual aide) should accompany the volunteer to the student's home for this initial meeting. It may take several meetings between the volunteer and the student before it is possible to design both a good volunteer contract/job description and a good curriculum for the student.

If the tutor is working with a student who is already in a regular English class in your agency, the classroom teacher may take my role in the above description. He or she will be the one to guide the development of the tutoring situation and its content.

In situations where the trained volunteer will be working directly with another agency, the volunteer should be given all the details about the agency and whom to contact there for an interview. (Although you have screened your volunteers, the other agency should have the option to do the same.) At the same time you should notify the agency that the volunteer will be initiating contact, and provide details about the volunteer's strengths and term of commitment.

A Few Final Comments about Placements

Volunteers who may not, in the final analysis, be available to meet the needs of direct service situations, might be able to take on some of the administrative tasks of the program. Depending on interest, capabilities, and time commitment, ESL volunteers could be in charge of or offer support services in any of the following areas:

1. Assessing agency and client needs
2. Planning physical arrangements for volunteer classes
3. Recruitment and public relations
4. Soliciting articles from volunteers and editing a volunteer newsletter
5. Planning volunteer recognition events
6. Documenting volunteer activities; recordkeeping

Trained and experienced ESL volunteers may wish to expand their commitment to the program or take on new challenges. These volunteers might participate in the training of new volunteers, the development of training materials (ESL manual, a collection of readings on clients' cultural backgrounds, and so on), program planning and evaluation, or representing the program to the public at community forums. Capable and skilled volunteers might also be able to take on some of the coordination duties of satellite or outreach volunteer ESL programs.

Although all placements are the result of careful consideration, and every effort is made to ensure that each situation functions effectively, placements are not carved in stone; there may be cases in which changes are necessary. Good supervision can supply the requisite support to strengthen a weak teaching arrangement or the wisdom to end a disastrous one.

Supervising and Supporting Volunteers

Regular contact with volunteers is a necessity. Although there may be many kinds of additional resources available, each volunteer should have a supervisor who is directly responsible for providing support to his or her teaching situation. Supervision doesn't have to be judgmental, nor does it have to imply distrust. The two major functions of supervision are to gather information and offer support when needed. It can be broken down into these major objectives:

-To provide support to the teaching situation -- troubleshooting, mediating, specific curriculum work

-To provide support to the student -- encouragement, a focus on short- and long-range goals, clarification or reinforcement of class material

-To provide support to the volunteer -- encouragement, a focus on short- and long-range goals, a source of alternative teaching strategies

-To assess and re-assess appropriateness of volunteer placement

-To track down "holes" in training and/or orientation

-To make informal decisions about needs for staff development and to recommend methods of addressing training needs

Supervision can be formal or informal. Regular phone contact to go over the volunteer's evaluation of his or her teaching and the student's progress is useful.* Meetings with other volunteers, appointments at the agency, and on-site visits are all ways to reinforce the agency's concern for the volunteer and to promote volunteer accountability. Chance meetings with volunteers should elicit inquiries about how things are going, and an occasional invitation to lunch or "coffee" can go a long way to making a volunteer know that he or she is appreciated, as well as uncover small successes and failures that don't surface in formal supervisory situations. Encourage volunteers to initiate contact with supervisors, and encourage supervisors to set aside office hours for volunteers. You should require volunteers to submit time sheets or some other record of their hours, ask them to contribute to the volunteer newsletter in order to share their teaching experiences with other volunteers, encourage them to attend workshops, meetings, pot-luck dinner discussions on relevant topics, and exhort them to use all the resources for educational development the agency has to offer.**

Good supervision can mean the difference between success and failure for both the volunteer and the student. Even a minimum of professional guidance can foster creativity and the development of new skills, while a moderate amount might

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*A list of questions to guide teacher self-evaluation is included in the Handbook for Volunteer ESL Teachers, pp. 73-74.

**These resources might include access to other ESL professionals, resource materials, the development of volunteer cluster groups that meet regularly to exchange ideas, and special presentations on educational and cultural topics.

support the growth of self-awareness and self-esteem. Proper supervision will help volunteers understand the limits and potential of their roles.

Staff Development for Volunteers

Supervision will undoubtedly uncover gaps in training, common teaching weaknesses, and perhaps even some attitudinal failings. These issues should comprise the agenda of follow-up workshops, volunteer group discussion meetings, and feature articles in the volunteer newsletter. Staff development should be viewed as an opportunity for ongoing learning, not as remedial work. It is a further expression of the agency's commitment to its volunteers, and it will result in both the extension and deepening of volunteer contributions to the program.*

Staff who are involved with volunteers as trainers, supervisors and administrators -- as well as volunteers themselves -- might organize, plan, and present staff development activities.** Regularly scheduled workshops and/or discussions should be open to all volunteers, with special meetings devoted to particular needs. Recent ESL follow-up workshops offered at the International Institute are:

More Teaching Techniques. Volunteers are requested to come to this workshop with one teaching idea that they have used successfully. The workshop leaders present techniques that weren't included in the seminar, and volunteers share theirs. Everyone leaves this workshop with several new ideas to try out on his or her class.

How to Plan Basic Reading and Writing Lessons. Volunteers learn about materials they can use in planning survival-oriented reading and writing activities. Volunteers plan lessons and share these plans. Literacy activities and ways of adapting printed materials are then discussed.

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*Marlene Wilson, The Effective Management of Volunteer Programs, Volunteer Management Associates, Boulder, CO, 1976, p. 151.

**Volunteers bring certain kinds of expertise with them. You may, for example, have a nutrition expert or a mental health worker who, although new to teaching English, has experience with refugees, or you may have someone who teaches a course on cross-cultural values at the local university.

Teaching a Multi-Level Class. Strategies for teaching a multi-level class are given with examples of actual teaching situations. A sample lesson plan is discussed; a second plan is given for volunteers to "complete" with appropriate activities. Pairs of volunteers then write a dialogue that might be used with a multi-level class.

Student to Student: Techniques for Reducing Teacher Talking in Class. Volunteers are asked to think about the activities they do with a class in regard to student involvement in these activities. How to include a "student-to-student" activity in a lesson is demonstrated. Volunteers practice and then develop their own activities.

Testing and Student Evaluation. Volunteers learn about the goals of student evaluations and observe demonstrations of evaluation activities. Samples of placement tests (Intake Form, Intake Interview, Oral Test, Written Test) are given out and the administration of tests is discussed. What to do with the results of tests and evaluation activities is covered.*

In addition to ESL workshops, you can invite volunteers to hear guest speakers and to attend workshops and seminars offered to agency staff. Pot-luck dinner discussions could focus on issues of establishing rapport with students, special circumstances in home tutoring situations, and how adult learning (andragogy) differs from child learning (pedagogy). Besides developing workshops in response to needs identified through supervision, volunteers should be asked what kind of continuous learning they want. They may wish to attend lectures or have assigned outside reading or be invited to appropriate staff meetings.** Be aware of volunteers' interests, and let them know about relevant events.

Dismissing Inappropriate Volunteers

I recently heard of a situation in which an agency director personally brought in a volunteer, with disastrous results. No one else knew why the volunteer was there. The director gave him the responsibility of answering the phone, but the volunteer didn't really know much about the agency, or how to establish rapport with the people who called in for information. He was impolite to the other workers, turned clients off, and ran up a huge phone bill that the agency had to pay. They finally

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*See Appendix, p. 104, for a sample format for a Follow-Up Workshop.
**Wilson, p. 151.

dismissed him, but the disturbing part of the story is that both the functioning of the agency and the relationships between the people working there were allowed to deteriorate before he left.

Of course, this is an extreme case, but it illustrates what can happen when volunteers are introduced into an agency that is unprepared for them. In this case we see that

- -There was no commitment to having the volunteer there in the first place (in fact, it appears that it wasn't even discussed).
- -The volunteer was not oriented to his job, or his position in relation to the agency as a whole.
- -The director who initially brought the volunteer in assumed no responsibility for him (and no one else did either).
- -No one felt that he or she had the authority to deal directly about job performance with the volunteer (nor, it seems, with the director).

Agencies should not initiate a volunteer program without an understanding of what this means in terms of staff time and energy. With good screening procedures, careful job training and placement, and adequate supervision, there would rarely if ever be a situation in which a volunteer must be asked to leave.* However, in the event that a volunteer is guilty of conduct that would be grounds for dismissal of salaried staff, the volunteer should receive similar treatment.

Agency policies should be clearly stated during the process of developing the volunteer's specific job description. Then, if a volunteer breaks the rules, there is every justification for asking him or her to leave. Some serious offenses might be:

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*Volunteers may, in fact, be "counseled out" (a term used in Kathleen M. Brown's Keys to Making a Volunteer Program Work, Arden Publications, Richmond, CA, 1982, p. 69) as the result of consistently poor performance. If every attempt to improve the situation fails, the volunteer should leave by mutual consent, if possible. Most volunteers who find themselves in a situation they cannot handle will ask to change assignments or will self de-select before being advised to do so.

-Coming to work in a state that renders him or her unable to do the job (possibly under the influence of alcohol or drugs)

-Bringing illegal substances into the agency

-Taking advantage of a student's vulnerability or dependence

Recognizing Volunteer Contributions

Volunteers, like everyone else, would like to feel that their work is wanted and appreciated, and it is the responsibility of the volunteer program to make sure this happens. Supervisory activities and attitude, as mentioned above, will communicate how the agency regards its volunteers. Although there are many different ways to give formal recognition to volunteers (see below), it is more important to show respect for volunteers through everyday thoughtfulness. Receiving a medal for distinguished volunteer service will seem meaningless if the volunteer has been treated with indifference at the agency. On the other hand, if you are on time and prepared for meetings with volunteers, if the tutoring space is ready when the volunteer arrives, if you have arranged for a parking space or a place for the volunteer to hang his or her coat, the volunteer will feel like he or she is an appreciated part of the program. Appropriate volunteer placement, attentive and regular supervision, and encouragement of volunteers to take advantage of educational opportunities will affect volunteer morale. The possibility of internal job mobility commensurate with the acquisition of skills and experience and the prospect of gaining training and experience that may lead to professional service are compelling rewards in themselves. Good planning on the part of the volunteer coordinator includes constant re-assessment of volunteer placements and the flexibility to continually re-design job descriptions in order to introduce new challenges to match volunteer growth.

The assignment of additional volunteer responsibilities, such as orienting new volunteers to the agency, making presentations about the volunteer ESL teaching experience at ESL seminars, or helping to plan follow-up training workshops, are ways to programmatically recognize volunteers. Writing about particular volunteers and publishing articles about their work in a volunteer newsletter is another way of recognizing quality work. Maintaining accurate records of volunteer assignments and achievements will make it possible to write recommendations to prospective employers -- a very real demonstration of your appreciation of good volunteer service. Above all, the volunteer coordinator should always be thinking about opportunities for volunteers and ways to involve them in agency

activities. And, of course, volunteers should always be invited to staff picnics and parties.

Some formal methods of recognition are:

-Sending out letters of appreciation

-Presenting awards, pins, and certificates for service

-Putting notes of appreciation in agency newsletters or in local newspapers

-Introducing volunteers at agency functions

The most important aspect of formal recognition events is that they provide an opportunity for others to learn about the jobs volunteers perform. An event such as a yearly volunteer dinner, complete with certificates of merit, special awards for outstanding service, and attendance by members of the press, may provide excellent public relations for the volunteer program and the entire agency.*

Evaluating the Volunteer Program

"Evaluation is a powerful tool for assessing effectiveness and bringing about constructive change."** Rapidly becoming a funding requirement for agencies, evaluation is also important for morale: it shows that people are concerned enough to look carefully at what staff and volunteers are doing.*** A thorough evaluation of your volunteer program will include an examination of both the program itself and individuals working within the program (both paid and volunteer).

Evaluation is an extension of screening, and, like screening, is an ongoing process. Getting feedback from volunteers, students, and staff is a regular part of the daily operations of a volunteer program, and it should lead to more effective teaching. If volunteers in your program generally commit themselves to six months or a year of teaching, a formal evaluation will probably only be necessary at the termination of the assignment. If volunteers tend to remain longer, formal evaluation

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*Discussion of formal recognition of volunteers is adapted from Volunteers in Education, Recruitment Leadership and Training Institute, Philadelphia, PA, 1975, pp. 120-26.
**Brown, p. 72.
***Ivan Scheier in Wilson, p. 88.

can be done periodically and become one of your staff development tools. Performance evaluations will be especially important to volunteers who intend to use their volunteer experience on a resume, and to yourself when a volunteer requests a letter of reference.

You should undertake formal evaluations with the full knowledge and cooperation of everyone involved. Evaluation criteria should be well known, and volunteers should have the opportunity to evaluate their own performance -- and the program -- along with being evaluated by supervisors. You may learn as much about the staff supervisor as you will about the volunteer in this process.

It might be desirable to devise an evaluation form or an evaluation procedure that is used consistently with all volunteers. If you do use an evaluation form, make sure it gives you information relevant to your goals and that it adds to the volunteer teacher's learning experience. Some areas you might include are:

-Performance (in detail: preparation, proper sequencing of material, class participation, etc.)

-Reliability

-Promptness

-Rapport with students

-Relations with staff and other volunteers

-Willingness to follow policies and procedures

-Acceptance of supervisory criticism, and subsequent change

-Attendance at meetings and workshops

-Sensitivity to others (students, staff)

-Creativity

The process should include a meeting with the volunteer at which evaluation results are shared. This can be a working meeting to develop new goals focused on weaker areas, and also an opportunity to give positive feedback on the volunteer's actual accomplishments. If this is an exit interview, it will serve to sum up the volunteer's contribution and provide the opportunity to express your appreciation.

Time sheets, reports, notes from on-site observations, meetings, casual verbal comments, volunteer entrance and exit interviews, volunteer evaluations, records, and statistics contain a wealth of information about the program, and careful

examination will enable you to identify and correct problems before they become unmanageable. In addition, a commitment to periodic (every six months? every year?) formal assessments will force you to examine the entire program in more depth.

If your original program plan has been stated well, with major goals broken down into objectives that are specific, measurable, and achievable, the process of evaluation will be a lot easier than if your original plan was vague. For example, it is not so difficult to determine whether you fulfilled the specific objective of providing six hours of ESL instruction each week for forty weeks to ten limited English speaking adults. It will be much harder to determine whether you fulfilled the vague objective of improving the delivery of English language services to limited English speaking adults.

To find out if you are actually doing what you planned to do, you must include in the evaluation process everyone who has been involved in both planning and implementation. Volunteers, administrators, teachers, and students should be asked to evaluate the program from his or her perspective.* Several different questionnaires could be employed to solicit input from volunteers, paid staff, and students,** and a random sample of people from each group could be interviewed. [See Appendix, pp. 106-108, for sample questionnaires.] When the results are in, representatives from the same groups should be invited to participate in a discussion of the conclusions, their implications, and whatever planning process might be needed to address possible inadequacies. Before evaluation is initiated, you should be committed to taking action on the results.

Some of the areas of the program that you may wish to examine are:

-Organizational: Are responsibility and authority clearly defined? Does everyone understand his or her role? Do volunteers have access to trainers, supervisors, administrators?

-Training: Are volunteers prepared for their assignments? Is there adequate support and access to developmental resources? What do volunteers feel is most useful (least useful, lacking) in their training?

-Placements: Are home tutors receiving enough program support? Are students adequately screened and assessed? Are in-house volunteers treated with respect, and do they have appropriate space for their classes? Which kinds of placements seem to be the most successful?

-Materials: Do volunteers have access to appropriate and sufficient teaching materials?

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*Final evaluations of an individual's performance (as volunteer teacher, student, trainer, etc.) should be kept confidential.

**Student English level and mobility plus resources available to the program may all determine the manner in which this information is gathered from students.

-Time: Are volunteer classes providing sufficient English contact hours for significant student progress?

Evaluation should occur at every level of the program. You may wish to supplement student questionnaires with an examination of pre- and post-class test results. Volunteers can be involved in self-assessment, evaluation by their students, and evaluation by their supervisors. Administrators should be evaluated by everyone.

Formal evaluations should result in data regarding student progress, the number of volunteer hours contributed, length of volunteer service, student and volunteer turnover rate, staff attitudes toward volunteers and vice versa, and other topics of particular importance to your own program. Ultimately, the broader questions being addressed will include the following:

-Are volunteers enriching and extending paid staff efforts in achieving the purpose of your agency, or are they window dressing?

-Is the money expended on the volunteer program reasonable and justifiable when cost per volunteer is computed? [How does this compare with the monetary value of volunteer contributions and the money that comes into the agency as matching funds based on that contribution?]

-Is the program accepted and supported by staff and administration?

-Do students regard the program as being of value to them?*

The answers to these questions will be your blueprint as you re-design areas that need modification, and reinforce the structures and procedures that work.

As with all areas of your volunteer program, someone must take responsibility for the evaluation process, and the implementation of indicated changes. Who that person should be might become clear as you identify the major functions of volunteer program management with me in the next and last section of this Handbook.

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*Wilson, pp. 88-89.

PART IV

MANAGING YOUR VOLUNTEER PROGRAM

There is a lag in realizing what a wide range of skills and knowledge is now required for volunteer management, except among the people trying to do it!

— *Harriet H. Naylor, Foreword, in M. Wilson, The Effective Management of Volunteer Programs*

All of the primary elements of a volunteer ESL program have now been described, but nothing specific has been said about who, if anyone, should have responsibility for implementing and overseeing the program, or what higher authority will resolve programmatic problems and impasses. You may find yourself thinking that a volunteer ESL program would answer many of your own agency needs, but that your limited financial and human resources prohibit the hiring of a volunteer program coordinator. This section will help you address this dilemma.

The Team Approach

Although the field of volunteer management is growing, and the past ten to fifteen years have seen the build-up of a respectable body of knowledge, books and journals, local, state, and national professional organizations, and advanced degrees and certification programs, most volunteer programs are still not run by full-time, salaried volunteer administrators.* As mentioned in Part I, most of the people charged with directing volunteer programs, in fact, are either volunteers themselves or take on this responsibility in addition to their regular workload. Further, most people who take on this added job

*In his book Exploring Volunteer Space (Volunteer: The National Center for Citizen Involvement, 1980, p. 41), Ivan Scheier estimates that professional volunteer leaders in the United States number from 70,000 to 80,000, while there are at least 5 million volunteers depending in some way on their leadership.

identify themselves professionally as something other than a volunteer coordinator -- like "teacher" or "social worker" or "executive director." This gives the impression that the job of managing a volunteer program doesn't have a very high status, and that it can somehow be sandwiched in between the more pressing demands of an employee's primary function. On closer examination, however, I am sure we would find that the successful volunteer program managed a few hours a week by the agency social worker, for example, is in reality the result of the work of many people in the agency. We would probably find that the social worker has succeeded in involving the rest of the staff in at least some aspects of recruitment, training, and supervision of volunteers.

The hard fact is that a volunteer program has many different areas of responsibility, and that each and every area must be adequately addressed to ensure that a program will endure beyond the first few months (and/or the first few starry-eyed volunteers). You can't decide not to train, or to half-train, half-supervise, or half-recognize volunteers because you don't have the time to do it right. The answer, as the social worker above discovered, is to develop a collective or team approach to volunteer management.

In the team approach, several people share the program responsibilities, and one of these responsibilities is to oversee the entire process. Every staff member involved with the volunteer ESL program could alter his or her job description so that it includes duties in certain aspects of the program. Teachers might be able to cut their actual teaching hours down by two or three hours a week, and use that time to carry out specific tasks related to volunteer training, supervision, support, and evaluation. If your agency has a staff that is already working to capacity, and no immediate prospects for additional funding, you can begin on a small scale, focusing on priority needs, and phase your volunteer program in gradually. However limited or expansive the scope of your program, if the concept of shared responsibility is incorporated into its basic design, there will be no need to convince, cajole, or otherwise guilt-trip colleagues into assisting when the going gets rough.

If you start small and do well, chances are good that financial support will follow. Although you may have to be creative about solving the initial budgetary needs for supplies and professional time, the cost effectiveness of a successful volunteer program will be attractive to funding sources. The team approach, therefore, is one way to vanquish the "catch 22" of innovative social programs: you can't get funded to do something unless you demonstrate that you can do it without funding.

A collective method of program implementation may prove to be an asset in yet another, more profound realm. Broad-based agency support is a must for the development of an enduring volunteer program, and it has been the excruciating task of most full-time volunteer coordinators to elicit general staff commitment even where no integral programmatic relationship has existed. These managers often have to devote inordinate amounts of time and energy to training co-workers to work with volunteers. But if your staff is involved in the volunteer program from the beginning, sharing both ideas and responsibilities, this problem will be eliminated. The best volunteer programs are those for which the whole agency claims ownership.

Identifying and Designating Tasks

What can be more discouraging than beginning a project and discovering it has no end? More often than not this situation is the result of poor planning. Good planning, on the other hand, should begin with careful examination of your proposed volunteer ESL program, to get a comprehensive picture of all it will entail. You will have to look at each of the major areas of program management and try to identify the tasks that lie hidden within broad category designations like "recruitment" or "training." This process of identifying all of the tasks and isolating the personal skills necessary to accomplish each task should clarify how responsibilities will best be shared among your staff. The Volunteer ESL Program Task Analysis, which follows, will help in this endeavor.

A word of caution before going on to the Task Analysis: attitude is just as important as skill in volunteer management. The degree of personal commitment to volunteerism that is felt by the people charged with managing the program will have a great bearing on the program's ultimate success or failure. Before taking on or assigning responsibilities, it will be worth cultivating a positive outlook:

- -A belief in the value of volunteers
- -The ability to recognize people's potential capabilities, rather than their formal credentials
- -A desire to make the program work to its fullest potential
- -An openness to the diversity of volunteers: ages, backgrounds, ideas, etc.
- -A willingness to stand up for the rights of volunteers
- -Enjoyment from working with volunteers (it's fun!)*

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*Ellis, Susan J. and Katherine H. Noyes, No Excuses: The Team Approach to Volunteer Management, Energize, Phila., PA, 1981, p. 4.

The Volunteer ESL Program Task Analysis

This task analysis lists all the things that must be done to develop and manage a good volunteer ESL program. It is intended as a tool to aid you in visualizing your proposed volunteer ESL program as a whole, and to facilitate the realistic charting of individual activities. Several of the tasks noted may be specific to the design of the International Institute's program, and you might wish to eliminate them or substitute activities that are more appropriate to your own plans. This analysis will have served its purpose, however, if it serves as a catalyst for productive staff brainstorming and the subsequent manageable and equitable distribution of responsibilities.

As you work your way through the Volunteer ESL Program Task Analysis,* adapting it as necessary, ask yourself the following questions:

Who should have responsibility for this area?

How will this person accomplish the tasks involved?

How will communication among team members be ensured?

What do we do if the plan isn't working?

Do we need to know anything else before tackling a particular task?

Major program areas are indicated by roman numerals; responsibilities within each major area are indicated by capital letters; and the tasks that must be accomplished to achieve the goals of each area of responsibility are numbered. Note that your own additions to the major areas, responsibilities, and tasks are encouraged throughout the analysis. Tasks do not necessarily have to be done in the order in which they are listed, and many, as you will see, are ongoing.

I. PLANNING AND ADMINISTRATION

A. Assess and analyze agency needs.

1. Design questionnaires, and distribute them to appropriate (or all) agency personnel.

2. Interview teachers, administrators, current and/or past ESL students, and anyone else

*Adapted from Ellis and Noyes, pp. 51-59.

who is or will be involved with your ESL services.

3. Tabulate results of interviews and questionnaires, and summarize findings for agency personnel.
4. Research models of other volunteer ESL programs.
5. _____.

B. Develop program goals and objectives.

1. Determine long-range and short-range goals.
2. Design objectives that are specific and measurable to meet goals.
3. Set a timetable for implementation.
4. _____.

C. Design volunteer job descriptions.

1. Determine job categories based on needs assessment and program goals.
2. Write specific job descriptions.
3. Review and revise job descriptions as necessary.
4. Define the roles of all salaried personnel involved in the volunteer program.
5. _____.

D. Coordinate scheduling.

1. Coordinate volunteer schedules and salaried staff schedules as needed.
2. Coordinate volunteer orientation, training, workshops, meetings, etc., with other agency needs for space.
3. _____.

E. Set policies and procedures.

1. Review agency policies and procedures to determine rules and requirements affecting volunteers, e.g., need for insurance coverage.
2. Determine overall volunteer program policies and procedures.
3. Develop and maintain a volunteer program procedures manual.
4. _____.

F. Control budget.

1. Determine budget needs.
2. Authorize expenditures.
3. Develop appropriate budget systems (petty cash, reimbursement, etc.).
4. If appropriate, solicit in-kind donations (books, materials) for the volunteer program.
5. If appropriate, plan and implement fund-raising events for the volunteer program.
6. _____.

G. Manage operations.

1. Arrange for adequate space, furniture, and supplies to support volunteer efforts.
2. _____.

H. Advocate for volunteers.

1. Be aware of and inform all agency staff about issues related to volunteers.
2. Initiate and support action on issues related to volunteers within the agency and outside, e.g., legislation.*
3. Represent the volunteers' point of view in relevant staff meetings, newsletters, etc.
4. _____.

I. Expand program and develop new projects.

1. Be involved in agency planning.
2. Assess and re-assess agency needs.
3. Participate in resource finding and funding activities for new and expanded volunteer projects.
4. _____.

*More and more legislation affecting volunteers is being introduced in Congress. For example, currently under consideration are tax deductions for volunteer-related mileage and volunteer time and a bill allowing volunteers to work in all federal agencies.

J. Develop expertise in volunteer administration.

1. Develop networks with other volunteer programs, and share ideas with other directors.
2. Attend volunteer management workshops and conferences.
3. Read professional volunteerism journals.
4. _____.

K. _____.

II. RECRUITMENT AND PUBLIC RELATIONS

A. Plan recruitment strategies.

1. Identify volunteer pool (brainstorming and prioritizing).
2. Design outreach activities.
3. Train recruiters.
4. _____.

B. Develop recruitment and media materials.

1. Design flyers, posters, brochures, etc.
2. Arrange to have advertising material printed, xeroxed, etc.
3. Write public service announcements and request that they be aired on local stations.
4. Write and send out press releases.
5. Write feature articles about your program for local newspapers.
6. Distribute and post flyers.
7. Develop additional publicity materials as appropriate (slide show, displays, etc.).
8. _____.

C. Plan public speaking and personal contact.

1. Contact leaders of groups of potential volunteers and arrange to speak to members.
2. Accept speaking engagements requested by community groups.
3. Seek out local radio, television, and newspaper interviews.

4. Explain program needs in one-to-one meetings with key resource people.

5. Develop a corps of Volunteer ESL Program representatives who can speak on behalf of the program.

6. _____.

D. Manage ongoing recruitment efforts.

1. Maintain regular contact with volunteer sources (schools, church groups, MRTA, RSVP, etc.).

2. Make sure that all agency public relations material and activities include a description of the volunteer ESL program and volunteer opportunities.

3. Make sure all staff has volunteer recruitment material.

4. _____.

E. _____.

III. INTERVIEWING AND SCREENING

A. Prepare for applicants.

1. Design application form.

2. Develop format for receiving telephone inquiries.

3. Develop interview format and a form for interview notes.

4. Make sure receptionists, switchboard operators, and secretaries know that potential volunteers will be calling and coming in.

5. _____.

B. Conduct interviews.

1. Obtain and review completed application form.

2. Schedule interviews with all appropriate prospective volunteers.

3. _____.

C. Screen.

1. Screen out candidates inappropriate for your agency and refer those with skills that could be better used in another setting to other

community volunteer programs or the Voluntary Action Center.

2. Create special volunteer assignments when desirable.

3. _____.

D. _____.

IV. ORIENTATION AND TRAINING

A. Orient volunteers to agency and to the volunteer ESL program.

1. Develop an orientation meeting, presentation, tour of building, etc.

2. Involve other agency personnel in orientation, including key salaried staff, administration, board members.

3. Prepare orientation materials.

4. _____.

B. Orient paid staff to working with volunteers.

1. Assess staff attitudes toward working with volunteers.

2. Meet with staff members resistant to volunteers and try to resolve this issue.

3. Offer periodic staff seminars on the volunteer program.

4. Keep the rest of the staff up to date on volunteer program progress and concerns.

5. Make sure that new salaried staff understand the role of the ESL volunteers.

6. _____.

C. Design volunteer ESL teacher training.

1. Decide on content, format, and amount of time available for training.

2. Schedule training.

3. Involve other professional ESL teachers as trainers.

4. Involve experienced volunteers in training for new volunteers.

5. Prepare training materials: manuals, hand-outs, books, assignments, etc.

6. Arrange physical space and organizing details: nametags, attendance sheet, refreshments, etc.

7. _____.

D. Design cultural orientation activities.

1. Decide on content, format, and amount of time available.

2. Arrange scheduling (will this be a part of initial ESL training or separate?)

3. Invite presenters.

4. Prepare reading material, audio-visuals, etc.

5. Arrange physical details: nametags, attendance sheet, refreshments, etc.

6. Write letters to formally thank all guest presenters.

7. _____.

E. Design follow-up training activities.

1. Assess needs and interests of volunteers.

2. Prepare content and format of follow-up sessions.

3. Invite professional ESL participation in follow-up workshops.

4. Plan subsequent workshops to meet other needs of ESL volunteers, e.g., on adult learning, cultural relativity, and immigration issues.

5. Plan a viable annual training schedule.

6. Evaluate training plan and results periodically.

7. Explore ways to collaborate with other agencies to share training resources, e.g., you train their volunteers -- they participate as trainers, cultural presenters, etc.

8. Arrange for volunteers to attend special events: workshops, tours, educational seminars, etc.

9. _____.

F. _____.

V. PLACEMENT

A. Identify placements.

1. Assess and prioritize internal volunteer ESL assignments.
2. If appropriate, assess needs of other agencies.
   a. Develop outreach, P.R. activities.
   b. _____.
3. Screen placements, if appropriate.
4. Orient outside agencies to utilization of volunteers, if appropriate.
5. List all placement options.
6. _____.

B. Make placements.

1. Match volunteers to assignments.
2. Design, modify volunteer job description/contract to fit the specifics of each assignment.
3. Facilitate placements.
4. Develop placement options in the area of program support.
5. _____.

C. _____.

VI. SUPERVISION

A. Arrange for direct supervision.

1. Meet periodically with everyone managing the volunteer ESL program.
2. Establish supervision plan for all volunteers.
3. Maintain regular contact -- written and oral -- with off-site volunteers and supervisors.
4. _____.

B. Act as a liaison between volunteers and all others involved in your program.

1. Facilitate meetings between volunteers and salaried staff, if necessary.

2. Mediate in meetings between volunteers and supervisors, if necessary.

3. Be available to volunteers and salaried staff as "higher authority."

4. _____.

C. Maintain overall standards for volunteer performance and supervision.

D. Supervise teachers/supervisors of volunteers.

E. _____.

VII. MOTIVATION AND RECOGNITION

A. Ensure ongoing staff appreciation of volunteers, and volunteer motivation.

1. Review all volunteer teaching assignments regularly to see that volunteers continue to be challenged, and are enjoying their work.

2. Use experienced ESL volunteers as orienters and trainers of new volunteers, in special projects, and to represent the volunteer ESL program to the public.

3. Promote agency-wide atmosphere of welcome and courtesy.

4. Help salaried staff demonstrate appreciation of volunteers on a daily basis.

5. Establish process for volunteers to express concerns and offer suggestions about their teaching situation, training, the program, etc.

6. Advocate for individual volunteers, and for volunteerism in general.

7. Promote communication among program participants via newsletters, active bulletin board postings, volunteer/professional staff meetings, etc.

8. Report on Volunteer ESL program progress at agency staff meetings (see I-H).

9. _____.

B. Initiate formal, periodic recognition activities.

1. Plan content, format, and time available.

2. Schedule event, if necessary.

3. Purchase or prepare tokens of appreciation; plan refreshments; write and send invitations; plan publicity, etc.

4. Identify volunteers eligible for special recognition, if appropriate.

5. Identify salaried staff deserving of special recognition, if appropriate.

6. Involve top agency personnel in expressing appreciation.

7. Write letters of reference for volunteers on request.

8. _____.

C. _____.

VIII. EVALUATION

A. Assess ongoing progress.

1. Keep informed about progress in all areas:

a. Ask questions.

b. Meet with volunteers and staff.

c. (See VI-Supervision)

d. _____.

2. Conduct "exit interviews" with volunteers when they have completed their assignments.

3. _____.

B. Conduct regular, periodic evaluation of volunteer performance.

1. Develop a plan for assessment of volunteers' progress, achievements, areas requiring further training, etc.

2. Design a questionnaire or evaluation form, if appropriate.

3. Train supervisors to conduct periodic evaluations in a constructive way.

4. Ensure that volunteers engage in self-evaluation activities and have the opportunity to evaluate their training, supervision, etc.

5. Review all evaluation reports; analyze data; develop concrete plans of action, if appropriate.

6. _____.

C. Conduct regular program evaluation.

1. Develop a plan for program evaluation.
2. Design questionnaires, surveys, etc.; recruit and train interviewers.
3. Solicit input from all program constituents.
4. Analyze data and report evaluation results to all program constituents.
5. Develop concrete plans of action based on evaluation results.
6. _____.

D. _____.

IX. RECORDKEEPING AND REPORTING

A. Develop records system.

1. Determine data needs for program records.
2. Review agency records and reporting systems to see where volunteer data fits in.
3. Develop a comprehensive recordkeeping system to document the full extent of the contributions and activities of volunteers, and program administration activities.
4. Design forms and develop procedures to gather data.
5. Train volunteers and salaried staff to use forms properly.
6. _____.

B. Maintain recordkeeping system.

1. Record data in accurate, timely, and accessible manner.
2. Monitor the use of forms.
3. Follow up on forms or reports not turned in.
4. _____.

C. Develop reports.

1. Write monthly and annual reports, including both statistics and descriptive narratives.
2. Distribute reports to all program constituents, and to agency staff and administration.

3. Prepare special reports on request.

4. _____.

D. _____.

X. _____.

Conclusion

It is a sign of health in an organization if there is change to meet new conditions. Innovative programs, unconventional styles of providing services, and creative management designs are not only necessary adaptations to contemporary social and economic conditions, but they also constitute exciting new challenges for those charged with implementing them. Since you were interested enough to read this far, you are probably already committed to the concept of creating a volunteer ESL program, and it is hoped that the information contained in this Handbook has helped you evaluate your ideas and clarify your next steps.

Volunteer ESL programs are no longer considered revolutionary, but it will still take time, patience, and a lot of good-will to convince staunch "professionals" of their value. Unlike the start-up of other agency service programs, the introduction of a solid volunteer component in your agency will have both internal and great external impact. Along with fulfilling specific program needs, the volunteer program, as we have seen, will necessitate the development of many new management systems and ways of relating and collaborating. There may be initial friction between volunteers and paid staff based on misconceptions or unclear supervisory roles. Some salaried employees may feel uncomfortable with volunteers because they don't understand why a person would volunteer; and some may even feel threatened because they think that volunteers might, in their capacity as citizens, be able to exercise political influence to affect agency matters.

You will need to create mechanisms for communicating complaints and suggestions from or about volunteers. Care should be taken to integrate part-time volunteers into agency schedules so that volunteers and staff have a greater opportunity to cooperate with each other.

The development of a volunteer ESL program has special implications for your role in community education. As volunteers from the community become a part of your everyday operations, they will increase public awareness of your agency's purpose and

services. If all goes well, one of the most exciting side-effects of your program will be the creation of a corps of community advocates (and possibly activists) for limited English speaking adults in your area -- not a small accomplishment in light of current racial, ethnic, and economic tensions.

Finally, keep in mind that the development of innovative programs is not static, but rather one of experimentation and modification. This dynamic process, undertaken in a positive and adventurous spirit, should result in a solid, yet flexible, volunteer ESL program.

APPENDIX

VOLUNTARY ACTION CENTER
UNITED WAY OF MASSACHUSETTS BAY

STANDARDS FOR ORGANIZATIONS UTILIZING VOLUNTEERS

1) The volunteer program shall have support and approval from the administration of the organization with which it is associated.

NOTE: This implies that the leadership of the organization will have given some serious policy consideration to the initiation and continuation of the volunteer program. The values and costs of the volunteer program to the larger institution will have been discussed. There will be at least an implied long-term or intermediate term commitment to the volunteer program by the organization. Such a commitment is contingent upon some reasonable level of benefits from the volunteer program to the organization relative to program costs.

2) All paid staff shall be fully informed about the volunteer program and individual staff responsibilities to volunteers.

3) The organization shall have a person designated to coordinate volunteers. This person will serve as a liaison between the community, the volunteers, and the paid staff of the organization.

NOTE: In most instances, it is preferred that only one person from the organization serve as the contact point for all outside relationships relevant to the volunteer program.

4) Volunteers shall not displace a paid worker or be placed in a job slot for which funding is available.

5) Serious consideration shall be given by the organization to their policies concerning insurance, reimbursement for out-of-pocket expenses, uniforms, working conditions, etc., for volunteers.

6) Written job descriptions of volunteer tasks shall be available. These descriptions shall be up-dated as needed and shall outline time required, skills needed, and duties to be performed.

7) Each prospective volunteer shall be interviewed by the person designated by the organization to coordinate volunteers. Assignments shall be individually suitable and made with minimal delay after initial contact.

NOTE: A volunteer's skills and interests should be of prime concern. If the agency is unable to appropriately match a volunteer with an available job, the volunteer shall be directed to a central volunteer referral office or another suitable agency. The nature of the interview is left to the discretion of the organization.

8) Orientation to the organization and its volunteer program and policies shall be given the volunteer prior to his/her beginning the work.

NOTE: The orientation shall include both a conceptual overview and a more detailed operational description of the organization and its programs.

9) Initial and refresher training shall be provided as appropriate. Provisions shall be made for upgrading volunteer responsibilities as desired by the volunteer and appropriate to the organization.

10) Records of individual volunteer service shall be maintained with appropriate safeguards for confidentiality.

NOTE: Such records shall contain at least the following information: type of assignment, work performed, hours served, performance evaluation.

11) Clearly defined lines of supervision shall be communicated so that volunteers will know to whom they are responsible.

NOTE: Direct supervision of individual volunteers shall be provided. Periodic contacts on a regular basis between volunteers and their supervisors shall be held to assure continued communication. The supervisor will discuss with each volunteer his/her work, focusing on recognition for positive efforts and strengthening areas of weakness.

12) There shall be periodic evaluation of the volunteer program performance in the attainment of goals and objectives and adherence to guidelines.

NOTE: These shall be defined so as to consider the needs of volunteers as well as of clients. Also, to the degree possible, the objectives should be defined in an operational manner. The evaluation process shall include representatives from the agency, volunteer pool, and clients.

Adopted 3/11/75

THE WHITE HOUSE

Office of the Press Secretary

For release at the conclusion of the
President's remarks at 11:30 am ceremony
Wednesday, September 7, 1983

FACT SHEET

ADULT LITERACY INITIATIVE

Adult functional illiteracy is a major "hidden" problem in the United States. Functional literacy is defined as the possession of the essential knowledge and skills to enable an individual to function in his or her environment -- at home, in the community, in the workplace. Current conservative estimates are that 23 million Americans are functionally illiterate, and that 2.3 million join the pool yearly. Of that 2.3 million, 1 million are high school drop-outs and non-functional graduates, 400,000 are legal immigrants; 100,000 are refugees, and 800,000 are illegal immigrants. An additional 46 million Americans may be considered marginally functional, for a total of 72 million Americans who function at a marginal level or below.

The economic and social costs of adult functional illiteracy are high: approximately 40 percent of all minority youth may be functionally illiterate; as many as 15 million Americans, or 15 percent of the workforce may be functionally illiterate,; a disproportionate number of functional illiterates is found on the public assistance rolls.

The Adult Literacy Initiative contains the following elements:

1. National Awareness Campaign. In cooperation with the private sector, the Department of Education will promote a national awareness campaign to recruit literacy volunteers and encourage private sector funding of literacy efforts.

2. National Adult Literacy Project. Through the National Institute of Education, the Department of Education will establish a National Adult Literacy Project to provide program support to public and private organizations offering literacy training.

3. Establishment or Designation of Adult Literacy Councils. The Department of Education will encourage Governors to establish or designate State and/or local adult literacy councils.

4. College Work-Study Students. For FY '84, the President asked for an additional $300 million in work-study funding. The Department of Education will work with colleges and universities to promote the assignment of college work study students to adult literacy programs.

5. College Students. The Department of Education will promote the use of college "credit" for literacy tutoring and encourage student volunteerism.

6. Networking. The Department of Education will promote networking of the Special Education, Vocational Education, Rehabilitation, and Adult Education Communities on behalf of out-of-school youth and adults with disabilities.

7. Federal Employee Literacy Training Program. The Department of Education will establish a Federal Employee Literacy Training Program under the auspices of the Federal Interagency Committee on Education to provide a cadre of Federal employee literacy volunteers and to make space available for literacy tutoring.

8. Voluntary and Private Sector Support. The Department of Education will establish liaison with appropriate volunteer groups inviting them to participate in a field outreach-input system on an on-going basis. Private/public sector partnerships in literacy are being established.

# # #

LIST OF RSVP CHAPTERS

RSVP OF BOSTON
Mayor's Elderly Commission, Rm. 271
Boston City Hall
Boston, MA 02201
Judy Settana, Director
617-725-3988,3989

MAYFLOWER RSVP OF PLYMOUTH COUNTY
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Plymouth, MA 12360
Joan Thompson, Director
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RSVP OF CAPE COD
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Dianne Dinger, Director
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RSVP OF GREATER LAWRENCE
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Thelma Brown, Director
617-459-0551

RSVP OF NEWTON, WELLESLEY, WESTON
492 Waltham Street
West Newton, MA 02165
617-969-5907

RSVP OF NORTH SHORE
24 Elm Street
Gloucester, MA 01930
GerryAnne Brown, Director
617-283-2700

RSVP OF SPRINGFIELD
756 State Street
Springfield, MA 01109
Jewell Hodges, Director
413-739-7211

RSVP OF THE BERKSHIRES
30 East Housatonic Street
Pittsfield, MA 01201
Anthony Sacchetti, Director
413-443-9307

RSVP OF THE SOUTH SHORE
1495 Hancock Street
Quincy, MA 01269
Diane Mackie, Director
617-471-3600

RSVP OF WORCESTER
Whitcomb Hall
51 Harvard Street
Worcester, MA 01609
Louise Kalil, Director
617-755-4388

RSVP OF FALL RIVER
264 Griffin Street
Fall River, MA 02724
Natalie Shuman, Director
617-679-0041

SAMPLE FLYER

287 Commonwealth Avenue Boston, Massachusetts 02115 - Telephone 617/536-1081

VOLUNTEER ESL TEACHER TRAINING SEMINAR

TUESDAY, NOVEMBER 8th

THURSDAY, NOVEMBER 10th

TUESDAY, NOVEMBER 15th

THURSDAY, NOVEMBER 17th

All sessions are scheduled for 6:30 - 10:00 p.m.

First half-hour of sessions for coffee, tea, snacks provided by the Institute. Also, visits to the ESL Resource Library will be possible before 7:00 p.m. after the first meeting.

This seminar will include discussions of content and techniques of teaching English to newly arrived immigrants and refugees. An introduction to the cultures of prospective ESL students will be presented. Volunteer ESL teaching placements will be made.

A certificate will be presented to trainees upon completion of all course requirements.

TO APPLY: Send completed Volunteer Application form, indicating ESL Seminar under "volunteer interest," and $15.00 to the International Institute of Boston at the above address. Mark your envelope "Attention: Susan Freireich."

Accepted registration will be confirmed in writing. Enrollment is limited to 25.

Affiliated with American Council for Nationalities Service, NYC.

help

REFUGEES

THE INTERNATIONAL INSTITUTE OF BOSTON

SAMPLE FLYER

★ TUTORING

★ RESETTLEMENT

★ VISITING FAMILIES

CONTACT:

Susan Freireich
536-1081

SAMPLE FLYER

287 Commonwealth Avenue Boston, Massachusetts 02115 · Telephone 617/536-1081

The International Institute of Boston, a non-profit multi-service agency devoted to providing emergency and support services to immigrants, refugees and linguistic minorities since 1924, invites you to participate in a rewarding volunteer work experience. Through the Institute you can have a direct role in helping newly arrived families from all parts of the world adjust to this new, and sometimes alien, culture -- and provide them with the necessary tools with which to build their new lives.

As an International Institute volunteer you will have the opportunity to work in many different neighborhoods and with a variety of ethnic, linguistic and national groups. You can work at the Institute itself or in a community-based local organization. You can learn about the rich cultures from which these people have come, while you are:

- TEACHING ENGLISH AS A SECOND LANGUAGE (ESL)
- TUTORING SCHOOL-AGE CHILDREN
- TEACHING SURVIVAL SKILLS/CULTURAL ORIENTATION
- and more. . .

Training is available in some areas. Volunteers work from 4-15 hours a week on a regular basis. We require a minimum time commitment of six months.

I AM INTERESTED IN LEARNING MORE ABOUT VOLUNTEER OPPORTUNITIES AT THE INTERNATIONAL INSTITUTE. PLEASE CONTACT ME.

NAME_____ TELEPHONE_____

ADDRESS_____

Send this form to Susan Freireich at the International Institute (address above) or to your local Volunteer Coordinator. _____

_____

SAMPLE PUBLIC SERVICE ANNOUNCEMENT

287 Commonwealth Avenue Boston, Massachusetts 02115 · Telephone 617/536-1081

NOVEMBER 16, 1983

FOR IMMEDIATE BROADCAST:

FOR MORE INFORMATION,
CONTACT SUSAN FREIREICH,
617-536-1081

THE INTERNATIONAL INSTITUTE OF BOSTON IS HOLDING AN ORIENTATION MEETING FOR ANYONE INTERESTED IN TEACHING ENGLISH AS A SECOND LANGUAGE TO IMMIGRANTS AND REFUGEES, WEDNESDAY, DECEMBER 14, AT 7:30 PM at 287 COMMONWEALTH AVENUE, BOSTON. PROSPECTIVE VOLUNTEERS WILL LEARN ABOUT THE INSTITUTE'S VOLUNTEER ESL TRAINING PROGRAM, AND HOW THEY CAN HELP OTHERS TO MAKE A NEW START IN THE U.S. ADMISSION IS FREE; IF YOU'D LIKE MORE INFORMATION PLEASE CALL SUSAN FREIREICH AT 536-1081.

SAMPLE PRESS RELEASE

287 Commonwealth Avenue Boston, Massachusetts 02115 · Telephone 617/536-1081

NOVEMBER 16, 1983

FOR IMMEDIATE RELEASE:

FOR MORE INFORMATION,
CONTACT SUSAN FREIREICH,
617-536-1081

THE INTERNATIONAL INSTITUTE OF BOSTON, A NON-PROFIT, SOCIAL SERVICE AGENCY SERVING IMMIGRANTS AND REFUGEES, IS HOLDING AN ORIENTATION MEETING FOR PROSPECTIVE VOLUNTEERS INTERESTED IN TEACHING ENGLISH AS A SECOND LANGUAGE (ESL), ON WEDNESDAY EVENING, DECEMBER 14, AT 7:30, AT THE INSTITUTE, 287 COMMONWEALTH AVENUE, BOSTON.

THE ORIENTATION MEETING IS THE FIRST STEP IN THE INSTITUTE'S VOLUNTEER TRAINING PROGRAM, WHICH PLACES ABOUT 120 ESL VOLUNTEERS ANNUALLY IN CLASSROOM TEACHING OR HOME TUTORING SITUATIONS, WHERE THEY WORK WITH REFUGEES AND IMMIGRANTS FROM MANY DIFFERENT COUNTRIES, INCLUDING CAMBODIA, LAOS, VIETNAM, CZECHOSLOVAKIA, POLAND, ETHIOPIA, HAITI, GUATEMALA, AND EL SALVADOR.

- more -

PROSPECTIVE VOLUNTEERS WILL LEARN ABOUT THE INTERNATIONAL INSTITUTE, HEAR CURRENT VOLUNTEERS TELL OF THEIR EXPERIENCES, AND FIND OUT HOW THEY CAN HELP FAMILIES AND INDIVIDUALS MAKE A NEW START IN THE U.S.

THE INTERNATIONAL INSTITUTE HAS BEEN ASSISTING IMMIGRANTS AND REFUGEES FOR OVER HALF A CENTURY. ITS VOLUNTEER PROGRAM INCLUDES TRAINING, PLACEMENT, AND SUPERVISION OF VOLUNTEERS WHO WORK AS FAMILY AIDES AND RESETTLEMENT ASSISTANTS AS WELL AS ESL TEACHERS.

ADMISSION TO THE ORIENTATION MEETING IS FREE: THOSE INTERESTED IN ATTENDING SHOULD CALL SUSAN FREIREICH, VOLUNTEER COORDINATOR, AT 536-1081.

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SAMPLE

International Institute of Boston

VOLUNTEER APPLICATION

DATE_____ PHONE (home)_____

NAME_____ (work)_____

ADDRESS_____ ZIP_____

OCCUPATION_____ EMPLOYED BY, OR ATTENDING SCHOOL AT_____

PREVIOUS WORK EXPERIENCE_____

_____

VOLUNTEER EXPERIENCE_____

_____

SKILLS, HOBBIES, INTERESTS_____

_____

EDUCATION AND/OR SPECIAL TRAINING_____

_____

FOREIGN LANGUAGE ABILITY (specify (1) written, (2) conversational)_____

_____

MULTI-ETHNIC EXPERIENCE (in U.S.A. or abroad)_____

_____

TIME AVAILABLE: Mornings_____ Afternoons_____ Evenings_____ Weekends_____

Number of Hours per Week_____ Transportation Available?_____

LENGTH OF COMMITMENT_____ (minimum of 6 months) ARE YOU INTERESTED IN SHORT-TERM PROJECTS?_____

VOLUNTEER INTERESTS _____

_____

AVAILABLE STARTING_____ OPTIMAL VOLUNTEER MEETING TIME (one evening every 2 months) _____

HOW DID YOU LEARN ABOUT THE INTERNATIONAL INSTITUTE?_____

Return application to: Susan Freireich, International Institute, 287 Comm. Ave., Boston, MA 02115

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SAMPLE LETTER OF ACCEPTANCE INTO THE PROGRAM

287 Commonwealth Avenue Boston, Massachusetts 02115 · Telephone 617/536-1081

October 26, 1983

Dear International Institute Volunteer,

I am happy to let you know that your application for the Volunteer ESL Teacher Training Seminar has been accepted. Enclosed you will find a receipt for your registration fee.

The class schedule is as follows:

TUESDAY, NOVEMBER 8th
THURSDAY, NOVEMBER 10th
TUESDAY, NOVEMBER 15th
THURSDAY, NOVEMBER 17th

6:30-10:00 p.m.

During the first half hour of each session there will be coffee, tea, and snacks available. After the initial class, participants will also be able to visit the ESL Resource Library at this time.

Information about teaching placements will be available from the first meeting on, and we will be trying to make definite assignments by the third session. The last session (November 17th) will be a presentation of the cultural backgrounds of your prospective students.

Parking is very difficult around the Institute. Take public transportation if at all possible. The nearest "T" stops are Auditorium on the Green Line and Commonwealth Avenue on the Dudley-Harvard bus. After the first class, you may be able to arrange car pools.

I look forward to seeing you here at the Institute on November 8th!

Sincerely yours,

Susan Freireich

Susan Freireich,
Volunteer Coordinator

SAMPLE LETTER OF NON-ACCEPTANCE

INTERNATIONAL INSTITUTE OF BOSTON

287 Commonwealth Avenue Boston, Massachusetts 02115 · Telephone 617/536-1081

October 26, 1983

I am very sorry to have to tell you that you have not been admitted into the Volunteer ESL Teacher Training Seminar that starts on November 8th. At the time that registration was closed there were many more applicants than could be accepted. The criteria for selection were primarily considerations about immediate availability to serve as a volunteer, information gathered in the personal interview, and whether or not there were other applicants serving as volunteers in the same program already. In this last case, by admitting one volunteer from each program, we hope that this person will share the information he or she learns from the Training Seminar with other program volunteers.

If you have already sent in the registration fee, please let me know if you would like it to be applied to the January seminar -- thereby assuring your enrollment -- or if you would like me to return it to you at this time. In either case, I will notify you as soon as we finalize the scheduling of the January seminar.

Thank you for your interest in volunteering and in our ESL training. If you are still interested in volunteering -- as an ESL teacher, family aide, employment aide, or in any other capacity -- before the January seminar, please feel free to call me.

Sincerely yours,

Susan Freireich

Susan Freireich
Volunteer Coordinator

SAMPLE AGENDA

VOLUNTEER ESL TEACHER TRAINING SEMINAR

Tuesday, November 8, 6:30-10:00

I. Introduction
   - A. Role of International Institute
   - B. Role of Volunteer ESL Teachers
   - C. Volunteer Teaching Situations

II. Teaching ESL - An Overview
   - A. Language Teaching Principles
   - B. Student Needs
   - C. Teaching Objectives

III. Content of Survival ESL Courses
   - A. Grammar Points
   - B. Survival Topics

IV. ESL Teaching Techniques
   - A. Repetition Drills
   - B. Question/Answer Drills
   - C. Substitution Drills
   - D. Transformation Drills

V. Institute's Adult Ed ESL Resource Library

Thursday, November 10, 6:30-10:00

I. More Teaching Techniques
   - A. Box Drills
   - B. Dialogues
   - C. Pronunciation/Intonation
   - D. Tutorial/Small Group Work

II. Classroom Teaching Materials
   - A. ESL Books for Teaching Adults
   - B. Classroom Realia

Tuesday, November 15, 6:30-10:00

I. Placement of Volunteer Teachers

II. Planning and Teaching a Lesson
   - A. Parts of a Lesson
   - B. Practice Lesson Planning in Small Groups
   - C. Individual Assignments

III. What to Do the First Day

Thursday, November 17, 6:30-10:00

I. Cultural Orientation

II. Wrap-Up
   - A. Evaluation of Training Seminar
   - B. Final Placement Information

Wawa Baczynskyj, Social Worker
Kathy Kuy, Coordinator of English Language Services
Mary Ann Perry, Project SPELL Coordinator
Susan Freireich, Volunteer Coordinator

SAMPLE PLACEMENT LIST

ESL VOLUNTEER TEACHER:

What follows is a description of an ESL teaching position and several actual placements. Many placements are variations on the job description, so read the details carefully. You will see that ESL teaching can be in a regular classroom situation, in someone's apartment, or even just one on one tutoring.

After looking this over, please tear off the bottom of the page, and indicate your first THREE choices IN ORDER OF YOUR PREFERENCE. If the description is unclear, ask Susan to give you more information. If there is a specific reason that you prefer to work with a specific ethnic group, please indicate that.

During the Seminar, we will be getting back to you and, TOGETHER we will try to find you the best possible placement for you and your students.

My teaching placements, in order of preference are:

1. _____

2. _____

3. _____

Additional Comments:

signed_____

SAMPLE VOLUNTEER JOB DESCRIPTION

287 Commonwealth Avenue Boston, Massachusetts 02115 · Telephone 617/536-1081

JOB TITLE:	Volunteer ESL Teacher
GENERAL DESCRIPTION:	The Volunteer ESL Teacher instructs adult immigrants/refugees in English as a Second Language in one of a variety of settings: ESL class within a community organization; small group in student's apartment; one-to-one tutoring in a mutually convenient location; etc.
RESPONSIBILITIES:	Prepare lesson plans including: (1) speaking drills and exercises (2) listening exercises (3) basic grammar concepts (4) survival based content areas Assign and correct follow-up homework. Keep accurate records and submit these on a monthly basis to the Volunteer Coordinator.
HOURS:	Three to eight hours of teaching a week, according to class schedule. Minimum: six month commitment. Days and hours of classes to be arranged.
AGENCY RESPONSIBILITIES:	International Institute of Boston: Provide training in: (1) ESL teaching techniques (2) ESL books and materials (3) Preparing lessons Organize regular Follow-Up Workshops for ESL volunteers. Organize periodic meetings of all Institute volunteers (discussions, workshops, etc.). Community Group: Provide on-site coordination and supervision of Volunteer ESL Teachers. Place students in appropriate classes. Organize and conduct periodic teachers meetings.
LOCATION:	Dorchester, Brighton, Somerville, Cambridge, and other communities in and around Boston.

Affiliated with American Council for Nationalities Service, NYC

ESL PLACEMENTS FOR NOVEMBER, 1983, VOLUNTEERS

ESL CLASSES:

LOCATION	ETHNIC GROUP	TIME AND OTHER INFORMATION
BOSTON		
YMCA Hispanic Services, 316 Huntington Ave. THREE different sites, however: Boston, Dorchester, Waltham	Hispanic	Monday and Wednesday, 6:30-9:00 p.m. (Vol. could teach one night per week.) Teacher's Aide positions.
Brigham and Women's Hospital, Brigham Circle	Hispanic, Haitian	An ESL class to serve housekeeping employees at the hospital is being planned. Scheduling is now flexible.
BRIGHTON/ALLSTON		
BEAM (Brighton/Allston Ecumenical Asian Ministry) Several area churches	Hispanic, Vietnamese, Chinese, Cambodian, Laotian	Mon. and Thurs. 9:00-11:00 a.m. Two classes, Levels I and II.
		Mon. and Thurs. 6:00-8:00 p.m. Two classes, Levels I and II -- These classes have a significant number of Hispanic students.
		Mon. and Thurs. 10:00-12:00 Multi-level class.
CAMBRIDGE		
League of Haitian Families, Central Square	Haitian	Literate beginners, p.m. class to be scheduled in conjunction with volunteer.
Jefferson Park Writing Center, North Cambridge	Puerto Rican	Small group of Head Start mothers, mostly beginners, preferably daytime, but evening is possible. (about 7-8 students.
CHELSEA		
Near Shurtleff School area	Cambodian	Mostly women; mostly beginners; evening class; schedule to be arranged.
DORCHESTER		
St. Matthews, Stanton Street	Haitian	Sundays, 2:00-4:00 p.m., high beginners class.
		Tuesday, p.m., level unknown.
		Possibly some coordinating responsibilities if volunteer is interested and willing.

ROSLINDALE

Cummins Towers, Canterbury Road	Czechoslovakian	Details of class to be arranged, but the students are beginners.

NOTE: Most ESL classes meet at least twice each week. If only one day is indicated above, it usually means that the other section of that class is being taught by someone else -- with whom you must be in communication. If two or more days are indicated, it MAY be possible to share the assignment with someone else.

TUTORING: Teaching English to either one person or to a small group. Some of these assignments could be in the student's (s') home, some are at community sites, some can be at the International Institute. Some of these are for tutoring in academic areas as well as in English.

GENERAL DESCRIPTION OF ASSIGNMENT:

1. Individual and small group tutoring of Czechs. ESL with an orientation toward the business of getting jobs.
2. Czechoslovakian nurse, licensed in Czechoslovakia needs advanced technical English in order to get U.S. license. Needs p.m. tutoring. Nurse or hospital worker tutor would be ideal.
3. Cuban man in late 20's, intermediate to high level. Lives near the Institute on Huntington Ave. He has been in the U.S. about five years.
4. Haitian beginners in North Cambridge (Jefferson Park Writing Center) need 1:1 tutoring. Times to be arranged.
5. Venezuelan man in Brookline would like to study economics, but has little knowledge of English. He could meet at the Institute or some place convenient to the volunteer. Free days or evenings.
6. Haitian students at St. Matthews could use 1:1 tutoring, at the convenience of volunteer.
7. Polish woman at home with pre-school child. She is a beginner and could meet with a volunteer daytime or evening.
8. Iranian couple living near Symphony Hall. His English is reported to be "weak"; hers is better. Times to be arranged with volunteer.
9. Taiwanese woman with 6 mo. old child, who can read basic English and understand some English needs tutoring at home in Somerville (Union Square). She and her husband have been here for a year. He speaks English and is in law school; she never took English courses.
10. YMCA Hispanic Services in Boston, Dorchester and Waltham could use 1:1 and small group tutoring.

11. Cambodian woman (49 years old) needs 1:1 tutoring. She is a beginner who never attended school in Cambodia. It would help if a volunteer could get her started, and eventually she could attend classes at the International Institute.

12. Iranian man in Westwood who is a complete beginner and cannot travel all the way here to the Institute.

13. Laotian man living in Allston who has been through the ESL program here at the Institute. He is at a high intermediate-advanced level and would like to get conversation, reading and writing assistance.

14. Laotian man in his 50's in Somerville. He is a complete beginner.

15. Another Laotian man, also in his 50's, also a complete beginner, in Chelsea. He lives with his mother-in-law, who could also use English instruction.

16. Vietnamese man in Roslindale who has been here 1½ years and speaks some English. He has never taken ESL classes. Time could be negotiated.

17. Cambodian women on Orleans Street in East Boston, who are housebound with small children.

18. Haitian man who lives in Mattapan, but works in Somerville could be tutored either in Mattapan or near his place of work. He needs basic ESL and some literacy work. (It isn't clear whether or not he is pre-literate.) He could be tutored sometime between noon and 3:00 p.m. before work at the Holiday Inn near Union Square. He is a Spellman case (illegally detained by U.S. gov't.) who is reported to be friendly and enthusiastic.

19. Vietnamese man on Dorchester Ave. in Dorchester. Although he has been here for three years, he hasn't learned any English, yet. He is in his early 20's.

20. Young man (ethnic Chinese from Vietnam) who needs 1:1 tutoring in English. He is a beginner who lives on Symphony Road (near the Institute) with his mother and sister.

21. Laotian couple on School Street in Roxbury. Times and other details to be arranged.

22. Newly arrived elderly woman, Laotian, on Beethoven Street in Roxbury could use 1:1 tutoring.

23. Two different Cambodian families in Dorchester (one on Bowdoin Street and the other on Talbot Ave.) could use ESL tutoring in their apartments.

24. Arlington and Cambridge School Volunteers have several different needs for ESL tutoring and academic tutoring with elementary and high school age children. These placements are usually during school hours and located in the school building.

Special Project: PROJECT SPELL in Dorchester at the Odwin Learning Center, at Ashmont. This is an International Institute program for Haitian adults. Volunteers are needed to do 1:1 and small group work on Tuesday and Thursday afternoons (1:30-4:30) with students who attend classes on Mon., Wed., and Fri. Close work with the professional ESL teachers will provide a good learning environment for volunteers on this program.

SUBSTITUTE ESL VOLUNTEERS: You may wish to substitute for a particular group of classes, and thereby be "on call" for the regular volunteers. We could also develop a list of potential substitutes to distribute to ESL volunteers in a particular community.

SEE ATTACHED LIST OF PLACEMENT OPPORTUNITIES WITH THE SCHOOL VOLUNTEERS FOR BOSTON.

School Volunteers for Boston, Inc.
138 Tremont Street, Office Building at St. Paul's Cathedral, Boston, MA 02111 Telephone: 617/267-2626
Betsy A. Nelson, Director

One-to-one or small group tutoring in a 3rd grade Spanish bilingual class in the South End.

One-to-one tutoring of a 4th grade student from Puerto Rico now in a school in the South End.

Reading tutoring with a few 9th grade Chinese bilingual students at Charlestown High School.

Math and ESL tutoring with a 12th grade Chinese bilingual student at Charlestown High School.

ESL tutoring with a few 1st grade Chinese students now in a school in the North End.

ESL tutoring with a 2nd grade Spanish-speaking boy now in a school in Roxbury.

Reading and ESL tutoring with 4th and 5th grade Chinese bilingual students now in a school in Charlestown.

Occasional storytelling for a 5th grade class of bilingual Chinese students in Charlestown.

Social Studies and ESL tutoring for several Spanish-speaking 7th grade students in a South End school.

Reading and ESL tutoring for an 8th grade Spanish-speaking student now in a special needs program in the South End.

Occasional talks about Italy and Italian culture for 6th, 7th, and 8th grade English-speaking students in an Italian language course in the North End.

ESL tutoring with 3rd grade bilingual students from Vietnam, China, and Hong Kong now at the Quincy School in Chinatown.

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SAMPLE LESSON PLAN FORM

I. GOAL/OBJECTIVES Grammar Point _____

Survival Topic _____

Students Will Be Able To Say _____

_____

_____

II. REVIEW OF OLD MATERIAL

_____

_____

_____

III. NEW MATERIAL (PRESENTATION, PRACTICE, APPLICATION)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

IV. EXTRA ACTIVITY

_____

_____

V. MATERIALS NEEDED FOR LESSON

_____

_____

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SAMPLE ESL SEMINAR EVALUATION FORM

We'd like your ideas to help us in planning future sessions for new volunteers and ongoing training sessions for trained volunteers.

1. What was most helpful to you?

2. What was least helpful to you?

3. Is there something more we should have done during the seminar?

4. What areas would you like to have further training in? (areas we have worked on some - or new areas)

5. What day of the week and time of day would be best for you to attend future training meetings?

6. Other comments/suggestions.

Thank you.

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SAMPLE SEMINAR CERTIFICATE

287 Commonwealth Avenue Boston, Massachusetts 02115 · Telephone 617/536-1081

December 16, 1983

This is to certify that _____ has successfully completed a 12-hour English as a Second Language Teacher Training Seminar. The seminar included work in the following areas:

- principles of teaching ESL
- grammar sequencing
- survival topics
- teaching materials and texts
- teaching techniques
- pronunciation and intonation
- lesson planning
- practice teaching of techniques

The seminar also included a cultural orientation workshop. In addition, each participant was required to complete a detailed lesson plan for an ESL class.

Muriel Heiberger
Acting Executive Director

Kathy Kuy
Coordinator of English
Language Services

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SAMPLE FORMAT FOR FOLLOW-UP WORKSHOP

FOLLOW-UP WORKSHOP - TESTING AND EVALUATING STUDENT PROGRESS

I. Welcome (7:00-7:15)
Introductions (name, who are you teaching, where, what level)

II. Introduction to Evaluating Student Progress (7:15-7:30)
A. Evaluation should be a regular part of your teaching.
B. Any evaluation activity should serve the purpose of telling you and your students whether or not they've learned what they've been taught.
C. "Scoring" - you can score for -
1. appropriate response
2. pronunciation/intelligibility
3. ease of response
4. grammatical correctness/usage
other areas?
Before proceeding with an evaluation activity, you need to decide which area(s) you will be evaluating
D. We will discuss 3 types of evaluation -
1. everyday evaluation
2. spiral evaluation
3. periodic testing

III. Everyday Evaluation (7:30-7:45)
The final activity of a lesson can be one in which each student has to respond to a cue appropriately and without help from you or other classmates.
Example: "How do you feel?" Dialogue

IV. Spiral Evaluation (7:45-8:00)
An activity which combines previously taught items.
Example: Verb Tense Review Exercise

V. Periodic Testing (8:00-8:15)
A. Individual Oral Test:
Interview or Question/Answer with Pictures
Point to be Tested: students have studied count and non-count foods, How much _____ cost?
Group develops test.
B. Group Test:
Teacher asks questions with or without visual aids.
Students: write answers or circle correct answers on answer sheet
Point to be Tested: students have studied location of places in a neighborhood
Group develops test.
C. Paired Test:
Teacher outlines a situation and task of developing a dialogue. Pairs of students prepare and memorize a dialogue and then present it to the class
Point to be Tested: students have studied asking directions
Group develops test.

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VI. Teaching an Evaluation Activity (8:15-8:30, with VII)
Memorize it yourself so you can concentrate on listening, not on teaching.
If appropriate, make notes after the activity is over.

VII. Discussion/Questions (8:15-8:30)
A. The value of evaluating your students' progress
B. What do you do if you discover they haven't learned something?
C. What do you do if your students want more formal tests?

VIII. Placement Tests (8:30-9:00)
Samples of:
1. Intake Form
2. ESL Intake Interview
3. Oral Placement Test
4. Written Placement Tests - Levels 1-2
Levels 2-3
Levels 4-5

Pass out and discuss, as needed:
What is tested in each test?
How should the test be administered?
What should be done with the results?

SAMPLE EVALUATION FORM

VOLUNTEER EVALUATION OF PROGRAM

Volunteer:
Teacher/Supervisor:
Description of volunteer assignment:

1. Have you been placed in an assignment according to your interests and abilities? yes_____no_____Please explain_____
_____
_____

2. Have you established good rapport with the students? yes_____no_____
Please explain_____
_____
_____

3. Have you been prepared for your work with the students? yes_____
no_____Please explain_____
_____
_____

4. Has there been evidence of changes in the students as a result of your volunteer service? yes_____no_____Please explain_____
_____
_____

5. Do you feel you were given adequate training for this assignment?
yes_____no_____Please explain_____
_____
_____

6. What additional training, skills, or techniques do you think you need?
_____
_____
_____

7. What suggestions do you have to improve volunteer training?_____
_____
_____

8. In what areas do you feel most successful?_____
_____
_____

9. In what areas do you feel least successful?_____
_____
_____

10. Describe any highlights of this volunteer teaching experience. _____
_____
_____
_____

11. What additional comments and suggestions can you make to improve the quality of the volunteer program?_____
_____
_____

SAMPLE EVALUATION FORM

TEACHER/SUPERVISOR EVALUATION OF VOLUNTEER ESL TEACHER

Volunteer:
Teacher/Supervisor:
Description of volunteer assignment:

1. Has the volunteer established good rapport with the students?
   yes_____no_____Please explain_____
   _____
   _____

2. Has the volunteer been prepared for his or her work with the students?
   yes_____no_____Please explain_____
   _____
   _____

3. Has there been evidence of changes in the students as a result of volunteer service? yes_____no_____Please explain_____
   _____
   _____

4. Do you feel the volunteer was given adequate training for this assignment? yes_____no_____Please explain_____
   _____
   _____

5. What additional training, skills, or techniques do you think the volunteer needs?_____
   _____
   _____

6. What suggestions do you have to improve volunteer training or the efficiency of the volunteer?_____
   _____
   _____

7. Comment on any personal qualities (reliability, promptness, sensitivity, creativity, etc.) which enhanced or hampered the effectiveness of the volunteer. _____
   _____

8. Describe any highlights of the volunteer's performance (positive and/or negative). _____
   _____
   _____

9. Should the volunteer be encouraged to continue in the program?
   yes_____no_____Please explain_____
   _____
   _____

10. What additional comments and suggestions can you make to improve the quality of the volunteer program?_____
    _____
    _____

SAMPLE EVALUATION FORM

STUDENT EVALUATION OF VOLUNTEER TEACHER/PROGRAM

Student:
Volunteer Teacher:

1. How long have you been studying English with the volunteer teacher? _____

2. How many hours each week do you study English with the volunteer teacher? _____

3. Is this amount of class time: enough ____ too much ____ not enough ____? Please explain _____
_____

4. Do you think the volunteer English teacher is a good teacher? yes ____ no ____ Please explain _____
_____
_____

5. Are you satisfied with your progress in English? yes ____ no __ Please explain _____
_____

6. What are some things you appreciate about your English lessons?
_____
_____

7. What are some of the things that you don't like about your English lessons? _____
_____
_____

8. What suggestions would you like to make that might improve your English lessons? _____
_____
_____

9. If you would like to make any general comments about the volunteer ESL teaching program, please write them here. _____
_____
_____

10. What would be the most useful next step in your study of English? _____
_____

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